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ABSTRACT

These guidebooks present classroom and small group activities for Pre-K-12 and beyond. Volume I includes over 250 activities and activity sheets (where appropriate) in the strand areas of Self and Decision Making/Problem Solving. Volume II includes over 250 activities and activity sheets (where appropriate) in the strand areas of Other Awareness, Self-Control, and Group Cooperation. Both volumes are designed for use in areas of the school educational and counseling programs and may be supplements for developmental guidance and counseling programs. (GCP)

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# *Classroom and Small Group Activities for Teachers, Counselors, and Other Helping Professionals, Pre-K – 12 & Beyond*
## *Volumes 1 and 2*

*by*
*Tommie R. Radd*

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# CLASSROOM AND SMALL GROUP ACTIVITIES

## FOR TEACHERS, COUNSELORS, AND OTHER HELPING PROFESSIONALS

VOL. I

Pre-K–12 & Beyond

Self

Decision Making/
Problem Solving

*Tommie R. Radd, PhD*

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## FOR TEACHERS, COUNSELORS, AND OTHER HELPING PROFESSIONALS

**VOL. I**

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**Self**

**Decision Making/ Problem Solving**

***Tommie R. Radd, PhD***

Grow With Guidance®

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# PREFACE

Dear Professional,

I'm excited to offer you *Classroom and Small Group Activities for Teachers, Counselors, and Other Helping Professionals: Volumes I and II*. These books are designed to provide valuable, supplemental materials that can really make a difference in the quality of your programs. I welcome your questions and feedback. You may contact me at gwg@allsucceed.com or on the Web at www.allsucceed.com. Please let me know if I can be of assistance. My goal is to support your success.

Best wishes,

Tommie R. Radd

Tommie R. Radd, PhD

# INTRODUCTION

*Classroom and Small Group Activities for Teachers, Counselors, and Other Helping Professionals: Volume I* is a book of classroom and small group activities for pre-K–12 and beyond. Volume I includes over 250 activities and activity sheets (where appropriate) in the strand areas of Self and Decision Making/Problem Solving. Volume II includes over 250 activities and activity sheets (where appropriate) in the strand areas of Other Awareness, Self-Control, and Group Cooperation. Both volumes are designed for use in areas of the school educational and counseling programs and may be supplements for *The Grow With Guidance® System* or your comprehensive, developmental guidance and counseling program. The special features of this book are described in the following sections.

## Flexibility and Use in Different Program Settings

- **Classroom Group Guidance:** The activities are ideal for classroom use as a supplement for your pre-k–12, developmental classroom group guidance portion of the program. *Classroom and Small Group Activities for Teachers, Counselors, and Other Helping Professionals: Volumes I and II* are in the same strand areas as *The Grow With Guidance® System* activities. They do not include the goals, competencies, results, and evaluation plan that the System activities include. *The Grow With Guidance® System* and *Classroom and Small Group Activities for Teachers, Counselors, and Other Helping Professionals: Volumes I and II* strand areas are congruent with the guidance and counseling program requirements of most state and national models.

- **Groups:** The activities are ideal for all types of small and large group programs, including small group counseling.

- **Individuals:** Some activities are appropriate for use in individual counseling sessions or for individual follow-up after classroom group guidance, small group counseling, and other types of small and large group experiences.

- **Family and Other Adult Groups:** Many activities are appropriate for use with various parent and other adult groups.

## Special Topics and Group Programs

Volumes I and II can be incorporated into programs and groups for all of these special topics: Academic Achievement, School-to-Career, Drug-free Schools, Safe Schools, Character Education, Social Skills, Invitational Education, Bullying and Harassment, Peace Education, Cooperation, Special Needs Students, and many others.

**Pre-K–12, and Beyond**

*Classroom and Small Group Activities for Teachers, Counselors, and Other Helping Professionals: Volumes I and II* include activities that can be used with, and would appeal to, a broad range of age groups.

**Over 250 Activities in Each Volume**

There are over 250 activity choices each for Volumes I and II. The wide range of quality activity options is a great value.

**Easy-To-Use Book Format**

*Classroom and Small Group Activities for Teachers, Counselors, and Other Helping Professionals: Volumes I and II* have an easy-to-use design that allows you to duplicate activities and activity sheets easily and quickly. The table of contents clearly lists activities by strand so that you can find them easily.

**Easy-To-Use Activity Format**

Each activity page includes the activity strand area (e.g., Self), a statement of Purpose, Materials needed, and clear directions for easy use. Activity sheets are located next to the corresponding activity page.

**Special Feeling Words Lists and Cards Section**

*Classroom and Small Group Activities for Teachers, Counselors, and Other Helping Professionals: Volumes I and II* include a special Feeling Words Lists and Cards section that are used with specific activities. These pages can also be used as an option or as a resource for other activities. In many cases, the words may be used as both feeling and descriptive words. A general feeling words cards page is included at the back of the book so that students can write additional feeling and descriptive words.

**Unique Creative Corner Feature**

It is important to develop student creativity and higher-ordered thinking. Many activity sheets include a Creative Corner section that students can use to develop creative expression of the activity purpose (students are asked to draw or express themselves in these sections of the activity sheet). General Creative Corner activity pages are included at the back of the book for use with any activity where additional student support and follow-up is desired.

# SELF

**Notes:**

# FEELING HELPFUL

**Purpose:** Help students learn the relationship between showing they remember they are important people with helpful behaviors and feeling helpful and worthwhile.

Tell the students:

> It is important that we know and feel that we are persons of worth. One example of a time when we could choose to feel that way is when we remember we are valuable. We show we remember we are important by making helpful choices. Sometimes we feel helpful when we do things that help ourselves and others.

Choose a student to act as a sidewalk reporter.

Using a tape recorder at a learning center, the reporter will ask each student to name one thing or time he or she chooses to feel helpful as a person and then tell the reason this is so.

Follow up this activity by allowing the students to listen to the tape and their responses.

Have a group discussion to recall each individual's "feeling helpful or worthwhile" comment.

**Materials:**

Tape recorder

# KNOW YOU ARE IMPORTANT

**Purpose:** Help students learn helpful ways to respond when encountering difficulty.

Tell the students:

> We are going to discuss the different ways we act when schoolwork gets too hard. Let's think of ways we can count for something and feel important, even when things get really hard. Please listen, follow directions, and participate.

A student who is unable to achieve success in school, sports, work, or any other area may use a hurtful method like those listed below to satisfy her need to count for something or to feel important. Students need to learn how to find long-range methods of feeling worthwhile.

Discuss different ways people can "count for something." Review the use and effects of such methods as follows:

1. bragging
2. fighting to show superiority
3. smoking to feel grown up
4. defying authority to feel powerful
5. vandalism to feel powerful

Ask students to identify helpful behaviors they can use instead of the hurtful behaviors listed.

**Notes:**

**Materials:**

None

# A UNIQUE INDIVIDUAL

**Purpose:** Help students learn ways they are unique.

Tell the students:

> Today we are to write our names in crayon and decorate it in a special way.

Discuss with the class group the uniqueness of each individual.

Instruct the students to fold a piece of white drawing paper in half, then unfold it and write their names in crayon on the folded line. The name is to be used as the basis for a design and can be made as colorful as possible.

Encourage the students to color heavily—the crayon buildup will create a glossy finish. The paper is then refolded and rubbed very hard or pressed with a warm iron to transfer the design to the opposite side of the paper. When it is opened and held vertically, an interesting design appears. The student may wish to add to the design in order to make it more interesting and colorful.

After the designs are completed, the students may wish to discuss their feelings about creating something uniquely their own.

**Notes:**

**Materials:**

White drawing paper
Crayons

**Notes:**

# FAMILY EXPECTATION

**Purpose:** Help students learn ways to handle and understand family expectations.

Tell the students:

> Paul's dad says, "Paul, I expect you to be a great man. Remember, we have high hopes for you. Work hard. Don't let me down." Paul feels this is a heavy burden. He's not certain he wants to be a great man. And he's not certain he could be one even if he wanted to. Every time he hears about his dad's expectations, the burden feels heavier.
>
> 1. Have you ever felt like Paul?
> 2. What happened or might happen for you to choose to feel that way?
>
> Please take out a piece of paper and a pencil. Mark a plus or minus for each statement I make, depending on how you are likely to feel, positive or negative. Mark both if you would feel both ways.
>
> ___ "Now I hope you do it perfectly this time."
>
> ___ "I expect you to be one of my top students."
>
> ___ "I know you can do better than that."
>
> ___ "I want you to go there and do so well that we will all be proud of that."

**Materials:**

Paper
Pencil

Please discuss:

Expectations can be a burden, but they can also be encouraging. Does the way the expectations are expressed have anything to do with the way you would feel about them?

Discuss student responses and experiences with the class or small group.

- Self -

# MY POSITIVE SELF GAME

**Purpose:** Help students learn confidence about their worth.

Tell the students:

> Today we are playing a game about you.

Ask students to volunteer something positive about themselves. If they do not readily respond, ask the class:

> Who can tell us something positive about _______________?
> (student's name)

If no response is forthcoming, be prepared to supply an idea.

**Notes:**

**Materials:**

None

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**Notes:**

- Self -

# BUDDY SUPPORT

**Purpose:** Help students experience helping others learn.

Tell the students:

> We are going to do a project that will give all of us an opportunity to help others learn.

Proceed as follows:

Start by making arrangements with a teacher of a younger class group of students to pair students from one grade with the younger grade.

Explain to the class that they could help the younger students learn some assigned lesson. The lesson can be taken from something the younger students are studying and may be having problems with.

This activity can go on for a few sessions depending on the lesson. The older student may help the younger keep a record of his or her learning progress. The older student may wish to keep records of his comments on his or her "buddy's" progress.

Duplicate and distribute the Buddy Support activity sheet. After the buddy activity is completed, or at intervals, have the students complete the activity sheet.

> Explain the importance of the buddy activity.
> State benefits you may have experienced while working with your buddy.
> State problems you may have experienced while working with your buddy.
> Explain your feelings while working with your buddy.
> Tell ways any problems can be solved.
> Explain ways you were involved in the buddy activity.

Finally, discuss student responses about their buddy experience.

**Materials:**

Activity sheet

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- Activity Sheet -

# Buddy Support

Think about your experience planning for and working with your buddy. Please answer the following questions.

Explain the importance of the buddy activity.

State benefits you may have experienced while working with your buddy.

State problems you may have experienced while working with your buddy.

Explain your feelings while working with your buddy.

Tell ways any problems can be solved.

Explain ways you were involved in the buddy activity.

**Notes:**

- Self -

# MY LIFE BOOK

**Purpose:** Help students learn more about the areas of their life and their interests.

Tell the students:

> Today we are beginning to make a book about you. The book is called, "My Life Book ."

Ask the students to draw pictures to show such things as *my home, my best friend, my favorite food, my favorite story, what I like to do best, a picture of me*, and so on.

Determine the number of life areas you want "My Life Book" to include.

Duplicate and distribute the My Life Book activity sheet.

Ask students to draw a picture about themselves in the Creative Corner and label which life area the picture is from, such as My home, My favorite food, A picture of me, and so on.

Distribute the activity sheet(s) for each picture you want the students to draw.

Students may collect all pictures and make a "My Life Book".

Students may decorate a cover for their book using construction paper and art supplies.

**Materials:**

Activity sheet
Construction
paper
Art supplies

- Activity Sheet -

# My Life Book

Life Area: ____________________

**C r e a t i v e**
**o**
**r**
**n**
**e**
**r**

**Notes:**

- Self -

# ABOUT ME

**Purpose:** Help students learn more about themselves and others.

Duplicate the About Me activity sheet.

Tell the students:

> Today, we are doing an activity to learn more about yourself and others.

Distribute the About Me activity sheet to students.

Finish the sentences.

> My name is ______________________________.
>
> I am ________________________ years old.
>
> My birthday is______________________________.
>
> I live at ______________________________.
>
> The color I like best is ____________________.
>
> The food I like best is______________________.

Ask students to use the Creative Corner to draw a picture or express themselves in order to add information "About Me."

Discuss the information with the students. Ask them to identify one thing they learned about themselves and another student.

**Materials:**

Activity sheet

## - Activity Sheet -

# About Me

Finish the sentences.

My name is ______________________________.

I am ______________ years old.

My birthday is ______________________________.

I live at ______________________________.

The color I like best is ______________________________.

The food I like best is ______________________________.

C r e a t i v e
o
r
n
e
r

Notes:

- Self -

# PERSONALITY

**Purpose:** Help students learn the uniqueness of their personalities.

Tell the students:

> Today we are making a poster, an armband, and a button so you can learn more about yourself and your personality.

Discuss with the class group the uniqueness of one's personality and the dignity of the individual.

Have the students create a poster, an armband, and a button illustrating a theme such as the following:

There's only one you.

Nobody is like me.

Each person is unique.

I am number one.

Each person is priceless.

Ask students to share their project with the group or display the students' creations.

**Materials:**

Construction paper
Drawing supplies
Scissors
Tape

- Self -

# COURAGE

**Purpose:** Help students learn about the courage needed to reach goals.

Before starting, assemble pictures or illustrations that depict specific situations that may cause worry. If you do not have such pictures, ask students to draw their own. Examples could be: 1) taking a test, 2) loosing a job or getting a failing grade, 3) moving, 4) house on fire or other natural disaster, 5) illness or death, 6) divorce, 7) best friend moves, 8) threatened by a person, 9) getting lost, 10) making the team, and so on.

Tell the students:

> Today we will learn more about the importance of developing a positive self-concept and having the courage to attain our goals.

Proceed as follows:

Display pictures depicting specific situations that cause worry or ask students to draw pictures from their life experience.

Have a student choose a situation that once worried him or her and have the student tell the group how he or she handled it.

Direct the class members to pretend to be a courageous actor or actress or the "little engine that could" and discuss the need for courage to reach a goal.

Discuss what the students learned about courage and reaching goals.

**Notes:**

**Materials:**

Optional: Pictures depicting worry situations

**Notes:**

# ME SENTENCES

**Purpose:** Help students learn more about themselves and their desires.

Duplicate and distribute the Me activity sheet. Ask students to complete the sentences. Let them know they may have an opportunity to share some of their responses with the group.

1. The most important thing about me is ________________.
2. The thing I like best about myself is ________________.
3. The thing that bothers me most about myself is ________
________________________________________.
4. One way that I have changed since last year is ________
________________________________________.
5. One thing I would like to understand about myself is
________________________________________.
6. One thing that makes me different from anyone else is
________________________________________.
7. If others could see me the way I see myself, they would
________________________________________.

After all students are finished, ask them to share their responses with the group.

With the whole group, discuss what students learned about themselves and their peers.

These open-ended sentences might be used for group discussion, individual conferences, or as topics for drawings, writing paragraphs, or short stories.

**Materials:**

Activity sheet

## - Activity Sheet -

# Me Sentences

1. The most important thing about me is ______________________________________________.

2. The thing I like best about myself is ______________________________________________.

3. The thing that bothers me most about myself is ______________________________________________.

4. One way that I have changed since last year is ______________________________________________.

5. One thing I would like to understand about myself is ______________________________________________.

6. One thing that makes me different from anyone else is ______________________________________________.

7. If others could see me the way I see myself, they would ______________________________________________.

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**Notes:**

- Self -

# SCHOOL IMPROVEMENT

**Purpose:** Help students identify and improve areas of strength and concern.

Duplicate the School Improvement activity sheet.

Tell the students:

> We are going to do an activity to help you learn more about your areas of strengths and concern. This may be of great help to you because you and the teacher need to have knowledge about your individual learning problems. Very often these problems affect your attitude toward school and your success. In fact, many times the teacher or peers can be of great help in easing these problems.

Proceed as follows:

Distribute the activity sheet to the students.

Have the students list areas of strength and concern.

Then ask the students to decide what can be done for each particular area that needs strengthening.

Ask the students to make an improvement plan to improve the strengths and concerns.

Students may sign the plan as an agreement to test the improvement plan ideas.

**Materials:**

Activity sheet

- Activity Sheet -

# School Improvement

| Strength/Concern | Improvement Plan |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

Optional: Sign here if you agree to test the improvement plan.

**Notes:**

- Self -

# FEELINGS SCRAMBLE

**Purpose:** Help students learn feelings related to safety, security, and fear.

Duplicate and distribute the Feelings Scramble activity sheet. Ask students to complete the Word Scramble. Let them know they will have an opportunity to share some of their responses with the group.

Look at the scrambled letters. Use them to make words that are related to the feelings of safety, security, and fear. In each group of scrambled letters, the first letter of the word is capitalized. In the right-hand column, write the word **safety**, **security,** or **fear** to tell the feeling you have when you think of the word in the left-hand column.

| | What is the word? | What feelings do you have? |
|---|---|---|
| irFe | | |
| aekMsit | | |
| arDk | | |
| Hmeo | | |
| ulaFire | | |
| reatPns | | |
| lulyB | | |
| nnnUkow | | |
| tteGgin tLso | | |
| olePic | | |

Key:
- Fire
- Mistake
- Dark
- Home
- Failure
- Parents
- Bully
- Unknown
- Getting Lost
- Police

**Materials:**

Activity sheet

## - Activity Sheet -

# Feelings Scramble

Look at the scrambled letters. Use them to make words that are related to the feelings of safety, security, and fear. In each group of scrambled letters, the first letter of the word is capitalized. In the right-hand column, write the word **safety**, **security,** or **fear** to tell the feeling you have when you think of the word in the left-hand column.

| | What is the word? | What feelings do you have? |
|---|---|---|
| irFe | ____________ | ____________ |
| aekMsit | ____________ | ____________ |
| arDk | ____________ | ____________ |
| Hmeo | ____________ | ____________ |
| ulaFire | ____________ | ____________ |
| reatPns | ____________ | ____________ |
| lulyB | ____________ | ____________ |
| nnnUkow | ____________ | ____________ |
| tteGgin tLso | ____________ | ____________ |
| olePic | ____________ | ____________ |

Notes:

- Self -

# USE A SENSE OF HUMOR

**Purpose:** Help students learn the benefits of having a sense of humor.

Duplicate the Use a Sense of Humor activity sheet.

Tell the students:

> We all make mistakes. It is important to accept this fact. A sense of humor may help to relieve the tension when you make a mistake.

Proceed as follows:

Have students volunteer personal experiences about when they made a mistake and how having a sense of humor either saved them from embarrassment or could have saved them from embarrassment.

Give examples of mistakes and have the students offer humorous choices of correcting or overlooking the mistakes.

Ask the students:

> Think of situations you might get into that could be embarrassing. What could you do?

Distribute the Use a Sense of Humor activity sheet.

Ask students to select one embarrassing situation and draw or express a way (or ways) a sense of humor can help.

Ask students to share their ideas and experiences.

Ask students to apply the activity ideas to other life situations.

**Materials:**

Activity sheet

38

- Activity Sheet -

# Use a Sense of Humor

Please write your situation that could be embarrassing. ____________________

______________________________________________________________________

Draw or express ideas of what you could do using a sense of humor in the situation.

Creative
o
r
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**Notes:**

# TEACH YOUR SPECIAL SKILL

**Purpose:** Help students learn about their special skills and then have them share those skills with others.

Tell students:

> I know each of you has a special skill. Please think about things you know how to do that may be of interest to others. You have an opportunity to teach others who want to learn about your special skill. Please decide what skill you want to teach and give it to me by _______________. Then we will make a list of short course offerings and decide the best way to offer your short course to those interested.

Special skills might range from archery and macrame to a special recipe or knot tying.

After discussing with the class, five or more courses may be offered by students. Allow the students to sign up for these courses.

A time of day and the number of sessions (probably not more than three or four) could be established.

Establish objectives with each course group. For example, in archery the objective might be the following:

> After participating in Monica Olson's three-session archery course, given a bow, an arrow, and a string, the learner will be able to correctly string the bow, hold the bow and arrow, and release the arrow.

If interest continues, various sessions throughout the year would give many students a chance to teach a course.

Courses may be integrated with service learning projects.

**Materials:**

None

40

**- Self -**

# YOUR ABILITIES GAME

**Purpose:** Help students learn ways their self-image is based on their knowledge of their abilities.

Tell the students:

> This activity is designed to show you that part of your self-image is based on knowledge of your abilities. Today's experience will help you have a better understanding of that fact.

Pass out a square sheet of paper to each student. (A 5- or 6-inch square would be fine.)

1. Fold the square in half.
2. Draw a shape on one side of the paper.
3. Cut out the shape. (Students would have two identical shapes.)
4. Use a box to collect one from each student.
5. Students write their name on the shape they still have.
6. Pass the box around and have each student remove one shape from the box.
7. Allow each student to move around the room to find the student who made the shape that he or she selected from the box.

Discuss:

> Did all the shapes look alike? Explain the reasons you think the shapes looked different?

You may repeat this activity by having the students use other shapes. Let students name a specific thing (chair, etc.) to be cut and note the variations.

Follow the activity with discussion about their feelings when they found the shape they knew. Ask students to relate the activity ideas to other life situations.

**Notes:**

**Materials:**

5" or 6" squares of paper
Scissors
Collection box

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**Notes:**

- Self -

# SHOWING CARE

**Purpose:** Help students learn about caring and ways it is demonstrated.

Tell the students:

> There are people who care for you and they show they care in many different ways.

Then ask the following:

1. Who are some people who care for you?
2. Explain ways you know they care. How do they show it?

Accept all responses.

Then say, "You care for some people, too, and you show you care for them in many different ways." Ask the following:

1. Who are the people you care about?
2. How do they know you care? How do you show it?
3. Explain ways classmates show they care.
4. Explain ways students show they care for their teacher.
5. Explain ways a teacher shows he or she cares for his or her students.
6. Explain some ways people show they care for others in the community.

**Materials:**

Drawing paper
Drawing supplies

Ask students to draw pictures or find pictures that show people caring for each other. Display the pictures.

42

- Self -

# SELF INFLUENCE

**Purpose:** Help students learn that self-concept is influenced by the ways others react to us.

Tell the students:

> Our environment plays a significant role in our personal growth. Our self-concepts are influenced by the way others react to us.

Ask students to give their reaction to the following situations:

1. Teams are chosen for a contest and you are the last one selected.
2. You take a seat in the cafeteria but are informed that the seat is reserved for someone else.
3. Teams are chosen and you are named the captain.
4. You are chosen "student of the week."

Discuss reactions to these presented situations with the class.

Ask students to determine how each experience could affect their self-concept if they choose to let it.

**Notes:**

**Materials:**

None

**Notes:**

- Self -

# THE CHANGE SHOP

**Purpose:** Help students learn that they can make personal changes.

Duplicate and distribute The Change Shop activity sheet.

Tell the students:

> Imagine that you have just walked into a very special Change Shop. This store sells whatever you want. Today there is a sale on personal changes. You can buy five things you would like to change about yourself. The change shop does not take money. You leave behind something about yourself for each item you buy. The item you leave behind is something you would like to change about yourself.
>
> For example, you may want new, straight teeth. You might decide to leave your cavities, fillings, and crooked teeth behind. Therefore, you changed something you didn't like for something you wanted very much.

Change Shop Order Blank

| I Am Ordering | I Am Changing |
|---|---|
| ____________ | ____________ |
| ____________ | ____________ |
| ____________ | ____________ |
| ____________ | ____________ |
| ____________ | ____________ |

**Materials:**

Activity sheet

Ask students to fill in the order blank and share their responses with the class after it is completed.

Ask students to determine ways to make one or more personal changes.

- Activity Sheet -

# The Change Shop

Imagine that you have just walked into a very special Change Shop. This store sells whatever you want. Today there is a sale on personal changes. You can buy five or more things you would like to change about yourself. The Change Shop does not take money. You leave behind something about yourself for each item you buy. The item you leave behind is something you would like to change about yourself.

For example, you may want new, straight teeth. You might decide to leave your cavities, fillings, and crooked teeth behind. Therefore, you changed something you didn't like for something you wanted very much. Fill in the order blank and share yours with the class after it is completed.

Change Shop Order Blank

| I Am Ordering | I Am Changing |
|---|---|
| ________________ | ________________ |
| ________________ | ________________ |
| ________________ | ________________ |
| ________________ | ________________ |
| ________________ | ________________ |
| ________________ | ________________ |

**Notes:**

# SELF-CONFIDENCE LEVELS

**Purpose:** Help students learn more about their levels of self-confidence.

Duplicate and distribute the Self-Confidence Levels activity sheet.

Tell the students:

> Some people are confident that they can succeed at almost anything. Such a person was Winston Churchill. When he was 8 years old and beaten by an older boy, he told him, "I shall be a greater man than you." Even when he was 80 years old, he kept his self-confidence. At that age, an admiring photographer said he hoped to photograph him on his 100th birthday. "I don't see why not," replied Churchill, "You look reasonably fit."

Ask the students to complete the activity sheet.

1. What are three different things that you would feel confident doing?
2. What are some things you would not feel confident doing?
3. Finish this sentence: When it comes to confidence, I

   ______________________________________________.
4. "I have no confidence in my ability to make friends," says Joe. "What can I say or do so people would be happy to have me around?" Write three examples of things Joe might say or do.

Discuss student responses for each question. Ask students to determine one thing they can do to have more self-confidence.

**Materials:**

Activity sheet

- Activity Sheet -

# Self-Confidence Levels

Please complete the following questions:

1. What are three different things that you would feel confident doing?

2. What are some things you would not feel confident doing?

3. Finish this sentence: When it comes to confidence, I ____________________

   ______________________________________________________________________.

4. "I have no confidence in my ability to make friends," says Joe. "What can I say or do so people would be happy to have me around?" Write three examples of things Joe might say or do.

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**Notes:**

# DESCRIBE YOURSELF

**Purpose:** Help students learn more about the characteristics of self and others.

Duplicate and distribute the Feeling Words List activity sheet appropriate for your group beginning on page 319.

Ask students:

> If you had to describe yourself to someone over the phone, what would you say?

Ask students to make a list of the words that describe themselves and to not put their names on their list.

After a few volunteers have described themselves, have students look over their lists of self-descriptive words from the Feeling Words List. Allow time for rereading and for new words to be added. Remind students not to write their names on their lists. Collect the student lists and redistribute them.

Have each student read a list and ask the students to guess who is being described.

If they are unable to guess, ask the author to identify himself or herself. Invite the class to suggest some more descriptive words to add to that person's list to make him or her more easily identified. After each list has been read and the author identified, return the list to its author. Encourage students to participate.

Optional: Write name vertically. Fill in with an adjective, using each letter as the beginning of the word.

**Materials:**

Activity sheet
Feeling Words
Lists

# GAMES ABOUT ME

**Purpose:** Help students learn more about themselves.

1. Ask students to sketch pictures of themselves with their unique physical qualities. Display student sketches around the room. Play the game, "Who Is This Student?" Ask students to guess which student goes with which sketch.
2. Play the game "I'm Glad I'm Me." Students form a large circle and each student takes her turn going into the center of the circle and telling the reasons she is glad to be herself and things she did that she feels positive about.

**Notes:**

**Materials:**

Drawing paper
Drawing supplies

**Notes:**

# LEARN ABOUT YOU

**Purpose:** Help students learn more about themselves.

Tell the students:

> Today we are going to make a list of 10 things you know about yourself.

Distribute writing paper to each student.

Ask the students to write "I Am" at the top of their papers.

Then ask them to list 10 things about themselves. Sharing these would be a helpful experience and would help them realize and understand some of the capabilities of other students.

If a student wishes to decline, however, he would be allowed the right to do so; this may signal a possible need to check his paper later for reasons related to his decision to pass.

Collect all the papers so that they may help provide insight into resources with which the students work.

**Materials:**

Writing paper

# HELPFUL ACTIONS

**Purpose:** Help students learn more about giving and asking for help.

Tell the students:

> Can you remember a time when you needed help from someone? Maybe you were hurt, sad, embarrassed, disappointed, left out, alone, or lost?

Encourage students to share their experiences about the feelings they had. Then ask each student to write or draw a description of a situation in which he or she needed help.

Collect the papers and redistribute them so that no student receives his or her own paper. Tell them to look at the papers they have received and to write down or draw what they might do to help the person in that situation.

When everyone has finished responding, have students take turns telling about the situations and what they did to be helpful. Some students may want to demonstrate suggested actions. Encourage them to do so.

Display students' drawings and stories.

**Notes:**

**Materials:**

Writing or drawing paper

**Notes:**

- Self -

# SHARING ABOUT ME

**Purpose:** Help students learn more about themselves.

Tell the students:

> Today we are going to learn more about ourselves. I will distribute an activity sheet for you to complete. We can share your responses after everyone is finished.

Duplicate and distribute the Sharing About Me activity sheet.

Ask the students to respond to the following open-ended sentences through creative writing or drawing:

An important thing to know about me is ____________________
________________________________________________.

I felt proud when I ______________________________.

Other people like me because I am ____________________
________________________________________________.

The thing I do best is ____________________________.

This is the way I look:

If a new friend came to visit, the first thing I would show him or her is my ______________________________.

I like myself because _____________________________
________________________________________________.

I do not feel important when _______________________
________________________________________________.

Ask students to share their responses after the activity sheets are completed.

**Materials:**

Activity sheet

- Activity Sheet -

# Sharing About Me

An important thing to know about me is ______________________________

______________________________________________________________.

I felt proud when I ____________________________________________.

Other people like me because I am _____________________________

______________________________________________________________.

The thing I do best is __________________________________________.

This is the way I look:

If a new friend came to visit, the first thing I would show him or her is my

______________________________________________________________.

I like myself because __________________________________________

______________________________________________________________.

I do not feel important when ____________________________________

______________________________________________________________.

**Notes:**

- Self -

# HOW DO YOU FEEL?

**Purpose:** Help students learn their feelings in various situations.

Duplicate and distribute the How Do You Feel? activity sheet.

Tell the students:

> It is important to identify your feelings in different situation. This activity sheet has questions that can help you learn more about your feelings.

Ask students to circle the word that describes how they would feel about their part in these situations. Students may add a different feeling word in the blank if they choose. When completed, discuss student responses.

When we played ball, I did not work to help my team win.
Happy Unsure Sad ________

In music class, I liked the song, so the teacher let me sing it to the class.
Happy Unsure Sad ________

In reading class, I was looking out the window and did not listen.
Happy Unsure Sad ________

In spelling class, I missed about the same number of words as most of the other students.
Happy Unsure Sad ________

In the library, I was the first to find my book.
Happy Unsure Sad ________

On the playground, I was chosen for the game the same number of times as most of the others.
Happy Unsure Sad ________

Most of the time, I feel ________ about my behavior.
Happy Unsure Sad ________

**Materials:**

Activity sheet

## - Activity Sheet -

# How Do You Feel?

Circle the word that describes how you would feel about your part in these situations. You may add a different feeling word in the blank if you choose.

When we played ball, I did not work to help my team win.

Happy Unsure Sad ________

In music class, I liked the song, so the teacher let me sing it to the class.

Happy Unsure Sad ________

In reading class, I was looking out the window and did not listen.

Happy Unsure Sad ________

In spelling class, I missed about the same number of words as most of the other students.

Happy Unsure Sad ________

In the library, I was the first to find my book.

Happy Unsure Sad ________

On the playground, I was chosen for the game the same number of times as most of the others.

Happy Unsure Sad ________

Most of the time, I feel ____________ about my behavior.

Happy Unsure Sad ________

**Notes:**

- Self -

# ACT YOUR PART

**Purpose:** Help students learn more about themselves physically, intellectually, emotionally, and socially.

Tell the students:

> It takes all of our capabilities to achieve goals, solve problems and make decisions. Knowing more about ourselves physically, intellectually, emotionally, and socially can help us be more successful in all areas of life.

Proceed as follows:

Form groups with four volunteer students in each group.

In each group, assign the following roles to one student in the group: Physical Self, Intellectual Self, Emotional Self, and Social Self.

Each group makes up a whole person and the four students involved might decide, outside class, what they will call the person they make up. Then students need to determine ways to handle one of the following situations. It is important that the students respond with information related to their roles of Physical Self, Intellectual Self, Emotional Self, and Social Self.

The situations are as follows:

1. Get his math homework finished (e.g., the Intellectual Self says to the Emotional Self, "Calm down and help me concentrate!" "But!" screams the Emotional Self, "I just can't do it!" The Physical Self says he is too hungry and the Social Self requests that they do homework with a friend who can help).

2. Find a way to make up with a friend after a bad argument.

3. Decide what to do during a free day from school.

After each situation, discuss with the group ways to apply their ideas to other life situations.

**Materials:**

None

56

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- Self -

# COMMUNICATION BOX

**Purpose:** Help students learn to communicate and to ask for information that is important to them.

Show the class the question box.

Tell the students:

> We're going to cover a box with paper and decorate it with question marks. This box is the place to put questions about things you wonder about.

After the box is decorated, proceed as follows:

Ask the students to write a question on a slip of paper and place it in the question box. The question may concern anything they wonder about. (e.g., "The reasons my big brother gets angry with me so often?" or "The reasons we can't eat lunch in our room?").

Allow ample time for the students to write their questions and put them in the box. Then ask for a volunteer to draw questions from the box and read them aloud.

Lead the class in a discussion of each question. Use as many questions in one period as time permits.

Choose a new volunteer each time you repeat the activity.

**Notes:**

**Materials:**

Small box
Materials to decorate the box

**Notes:**

- Self -

# NEWS IMPACT

**Purpose:** Help students learn about the impact that the speed of learning about news events and situations has on self and others.

Tell the students:

> Today we are going to think about the impact that the speed of learning the news has on us, individually and as a group. Once we improve our understanding of the impact on us and others, we will be able to respond in a helpful way.

Discuss the following with the students:

1. When and where it happens . . . you are there: A riot in Japan, hunger in Africa, a wedding in Greece, an assassination in California, tyranny in Europe, floods in Alaska, beauty pageants in Sweden, war in Asia, landings in space, terrorist attacks around the world.

   Whenever! Wherever! You are There!

2. Our world has shrunk and we are instantly involved in every person's existence.
3. Does that change the way we look at ourselves? Please explain.
4. How about the way we look at others? Please explain.
5. Is it possible for the entire world to look at everything the same way? Please explain.

**Materials:**

None

Ask students to share information they gained from the activity and ways the information can be applied to life situations.

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- Self -

# SENSES WALK

**Purpose:** Help students learn the way silence affects the senses.

Tell the students:

> We are going to divide the class into four groups by counting off with the four words: *Seeing*, *Hearing*, *Touching*, and *Smelling*. Then I'm going to take you for a walk. We are to remain quiet and not talk during the walk so that each group can concentrate on seeing, hearing, touching, or smelling. Work to remember what you experience on the trip.

Proceed as follows:

Take the students on a walk through the playground, park, or around the block. Pick a route that is rich in sensory experience, if possible. Use gestures to guide the entire group so that silence can be maintained.

Back in the room, have each group elect a leader and prepare a written list of the things they saw, heard, touched, or smelled. Compare the number of items from group to group. Discuss the importance of the senses.

Questions to ask the students:

> Explain your feelings or reactions to what you saw, heard, touched, or smelled.
>
> Which things caused your feelings/reactions?
>
> Describe your reactions.

**Notes:**

**Materials:**

None

**Notes:**

# BEHAVIOR AND FEELINGS

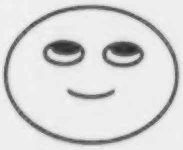
**Purpose:** Help students realize that they are valuable and help them become aware that it is appropriate to both like and dislike their behavior at times.

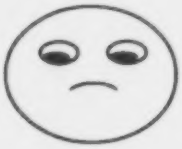
Duplicate and distribute the Behavior and Feelings activity sheet. Ask students to respond to the following phrases by drawing a face that shows how they feel when they do each of the following things:

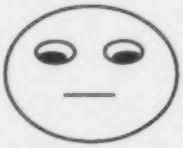
I work hard
I waste time
I am nice
I have fun
I tell the truth
I am lazy
I loose money
I cheat a little

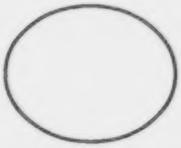
I tell lies
I am alone
I watch too much TV
I am generous
I am selfish
I am silly
I help others
I am smart

Examples:


Happy


Sad


No Feeling


Other Feeling

1. Ask students to count each type of reaction. Put the number of Happy, Sad, No Feeling or Other Feeling replies in the space provided.
2. Ask students to share other feelings recorded.
3. Let the students compare items under each face.

**Materials:**

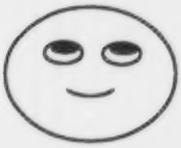
Activity sheet

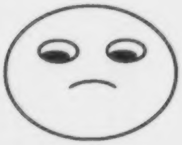
- Activity Sheet -

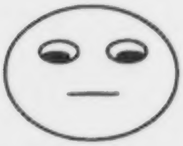
# Behavior And Feelings

Draw a face to show how you feel when you do each of the things below:

Face examples:


Happy


Sad


No Feeling

Other Feeling

I work hard
I tell lies
I waste time
I am alone

I am nice
I watch too much TV
I have fun
I am generous

I tell the truth
I am selfish
I am lazy
I am silly

I loose money
I help others
I cheat a little
I am smart

How many times were you Happy? _____, Sad? _____, Had No Feeling? _____, Had Other Feelings? _____

**Notes:**

- Self -

# HIGHS AND LOWS

**Purpose:** Help students understand the effects of life's highs and lows.

Duplicate and distribute the Highs and Lows activity sheet.

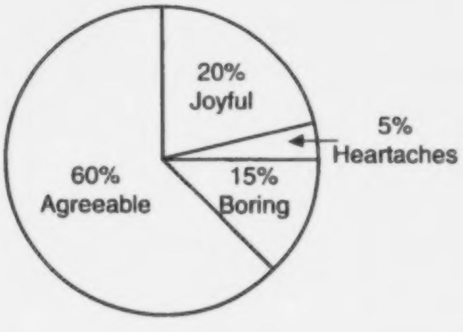
Tell the students:

> Think about the times things have gone really well in your life and other times when things have been really difficult. Today we are going to assess the way things are for you right now. Please think of the effects your highs and lows have on you right now.
>
> Several phrases can be used that describe the hard life: heartaches, weary life, misfortune, calamity.

Ask the students:

1. What are some other phrases that describe the pains of life?
2. What are some phrases that describe the joys of life?
3. Make a graph of your current life (see example below) that shows what percentage of your time belongs in each of four different categories. Name the categories whatever you wish.

Tell the students about one or more of these categories in your life. You might, for example, tell what makes your current life joyous and pleasant.



**Materials:**

Activity sheet

- Activity Sheet -

# Highs and Lows

Think about your life right now. What areas in the group discussion apply to you? Choose 4 areas that represent your highs and lows in life.

1. ______________ 2. ________________ 3. ________________ 4. _______________

Divide the circle graph of your current life to reflect the percentage of time for each of your highs and lows category.

Draw or write more information about your graph.

**Creative**
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**r**
**n**
**e**
**r**

**Notes:**

- Self -

# REVENGE RESPONSE?

**Purpose:** Help students learn what revenge is and the way they respond in situations.

Duplicate and distribute the Revenge Response? activity sheet.

Tell the students:

> Revenge can have a big impact on our lives. Perhaps someone did something that you believe hurt you. A strong feeling wells up inside you. You want to get even with that person. That's revenge. This activity can help us understand more about revenge and the way we respond.

Have the students write answers to the following questions on the activity sheet.

1. Write about two times when you felt a desire for revenge. What did someone do to you to cause the desire for revenge? Explain anything you did in retaliation. What happened to your feelings?
2. Consider these three ways of responding to a desire for revenge. Check the ones you use:

   **Direct action**. In this way of dealing with revenge, the person acts out his feelings directly: "If someone hurts me, I hurt him."

   **Indirect action**. In this way, the person retaliates indirectly, secretly or slyly. "If someone hurts me, I may sulk, not talk to the person, or jab at him when he's not looking."

   **No action**. In this way of dealing with revenge, the person keeps his feelings in check and does not hurt the other. "I may feel vengeful, but I keep it within me and do not take it out on the other person.
3. Make notes on the advantages and disadvantages of each action.

**Materials:**

Activity sheet

64

## - Activity Sheet -

# Revenge Response?

Answer the following questions about revenge situations you have experienced. Then decide if your response was to take direct action, indirect action, or no action. Write about the advantages and disadvantages of your response.

Revenge Situation 1:

What someone did: ______________________________

Your response: ______________________________

The way you felt: ______________________________

☐ Direct Action ☐ Indirect Action ☐ No Action

Advantage of response: ______________________________

Disadvantage of response: ______________________________

Revenge Situation 2:

What someone did: ______________________________

Your response: ______________________________

The way you felt: ______________________________

☐ Direct Action ☐ Indirect Action ☐ No Action

Advantage of response: ______________________________

Disadvantage of response: ______________________________

**Notes:**

- Self -

# LAUGH AT YOURSELF

**Purpose:** Help students learn the benefits of seeing the humor in their actions.

Duplicate and distribute the Laugh at Yourself activity sheet.

Tell the students:

> Take a common saying or a proverb and change it to make it sound silly.
>
> For example:
> 1. You can lead a horse to water, but the real trick is to get him to lie on his back and float.
> 2. Show me a home where the buffalo roam and I'll show you a house with a messy kitchen.

Here are some ideas to start you off:

> A bird in the hand is worth . . .
>
> There's no business like show business . . .
>
> A stitch in time . . .
>
> Better late than . . .
>
> You can't win them all . . .
>
> A good person is hard to find, but . . .
>
> If I told you once, I told you a hundred times . . .

After students write their silly sayings, ask them to make a poster of their silly sayings, decorate it, and put it up for others to see. Or how about simply laughing more often? Ask students to determine ways they can apply this information into life situations.

**Materials:**

Activity sheet
Poster paper
Art supplies

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- Activity Sheet -

# Laugh at Yourself

Take a common saying or a proverb and change it to make it sound silly.

Example:

> You can lead a horse to water, but the real trick is to get him to lie on his back and float.
>
> Show me a home where the buffalo roam and I'll show you a house with a messy kitchen.

Here are some ideas to start you off:

A bird in the hand is worth ______________________________

______________________________.

There's no business like show business ______________________________

______________________________.

A stitch in time ______________________________

______________________________.

Better late than ______________________________.

You can't win them all ______________________________.

A good person is hard to find, but ______________________________

______________________________.

If I told you once, I told you a hundred times ______________________________

______________________________.

Make a poster of one of your silly sayings, decorate it, and put it up for others to see.

**Notes:**

- Self -

# FEELINGS FROM EXCLUSION

**Purpose:** Help students learn about the feelings that result from being left out.

Distribute small candy bars or another kind of appropriate food treat to a selected group of about eight students. Have them eat it immediately, and eat yours as well.

Allow other students to react while you and selected special students eat the treats.

Do not inform them of the purpose of this activity before beginning.

After finishing the treats, ask everyone (including those given the treat) to take out a sheet of paper and write an immediate reaction, including "here and now" feelings. This could be a complete description of each individual's reaction and feeling.

Next distribute the treat to those who were excluded.

Follow by asking these questions:

> How does it feel to be left out?
>
> How does it feel to be singled out?
>
> What was your feeling?
>
> Have you ever been left out? Describe your feelings about that.

Ask students to determine ways to apply these ideas to life situations.

**Materials:**

Small candy bars for group or appropriate food treat

- Self -

# FEAR

**Purpose:** Help students learn more about their feelings of fear.

Have the class bring in or draw pictures of things that they fear.

Discuss the feeling of fear as it relates to other people and themselves.

Ask students to talk about when they feel fearful and then ask the following questions:

1. Are you all afraid of the same things?
2. Could fear ever be a helpful feeling?
3. Who would you go to if you wanted to overcome the fear?

This activity can take a great deal of time because the students may have a great deal of fear.

Possible further questions:

1. Explain things you think you are afraid of.
2. Tell ways to protect yourself from . . .
3. Is everyone afraid of . . .?
4. Explain things we can do when we are afraid.

Student pictures or drawings of fear could be collected and placed in a classroom book entitled "Things That We Fear."

Display the book so the students can see what others have put into the book.

**Notes:**

**Materials:**

Three-hole-punched drawing paper
Drawing supplies
Three-ring notebook

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**Notes:**

**Materials:**

Activity sheet

### - Self -

# LEARNING FEELING WORDS

**Purpose:** Help students learn more about feeling words and meanings.

Duplicate and distribute the Learning Feeling Words activity sheet.

Tell the students:

> We are going to learn more feeling words and their meanings so that we have a better way of communicating and expressing ourselves. This activity works this way.

Proceed as follows:

1. One person starts. That person picks any word from the Feeling Words activity sheet and says it aloud, making the tone match the meaning of the word. Each person then takes a turn saying the same word—with feeling!
2. The group then discusses that word, seeing if anyone can tell about a time when he or she experienced the feeling strongly.
3. Continue in the same way. For variety, someone could act out a word and others could guess it before it is discussed.

obnoxious
proud
cruel
happy
determined
cooperative
fascinated
melancholy
sad
confident
frustrated
indifferent
beautiful
sensuous
angry
childish
kind
anxious
startled
guilty
joyful
high
trapped
furious
selfish
playful
hysterical
lonely
desirable
afraid
weak
cold
competitive
interested
astounded
tired
free
bored
confused

Determine life situations when we can use the information from this activity.

- Activity Sheet -

# Learning Feeling Words

obnoxious
proud
cruel
happy
determined
cooperative
fascinated
melancholy
sad
confident
frustrated
indifferent
beautiful

sensuous
angry
childish
kind
anxious
startled
guilty
joyful
high
trapped
furious
selfish
playful

hysterical
lonely
desirable
afraid
weak
cold
competitive
interested
astounded
tired
free
bored
confused

**Notes:**

- Self -

# COLOR EXPRESSIONS

**Purpose:** Help students learn more about ways to express their feelings.

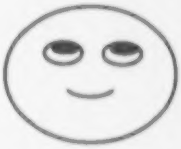
Duplicate and distribute the Color Expressions activity sheet.

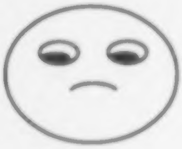
Ask students to color the faces with colors that they think would go along with the expressions on the faces.

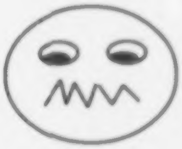
Ask volunteers to show their finished faces to the rest of the class.

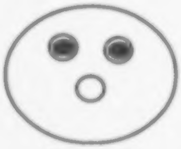
As each picture is being shown, have the student tell the class what might have caused the student to choose to feel like that. Accept different reasons for the feeling choices.

Discuss how people have different experiences. There are no right or wrong answers in an activity like this.


Happy


Sad


Angry


Scared

**Materials:**

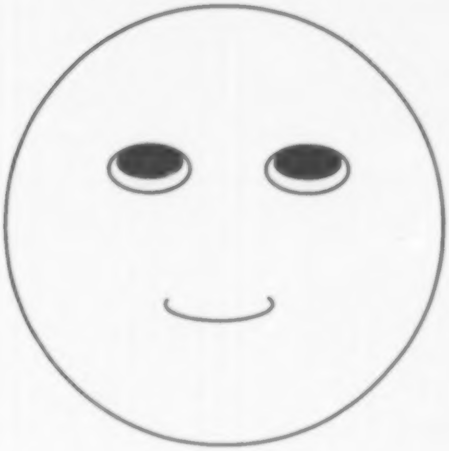
Activity sheet
Coloring supplies

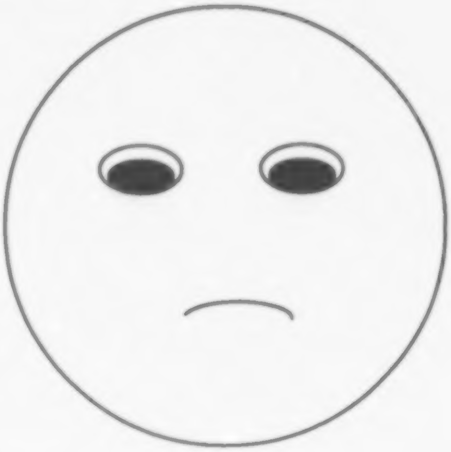
Ask students to determine ways of using these ideas in life situations.

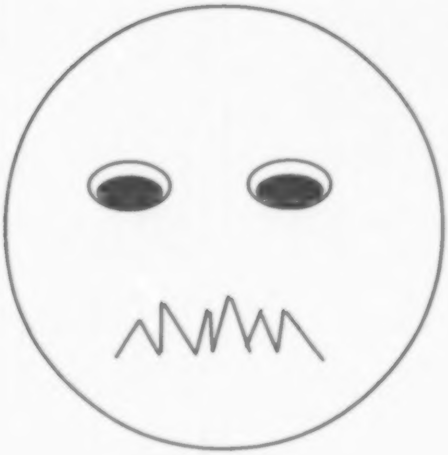
- Activity Sheet -

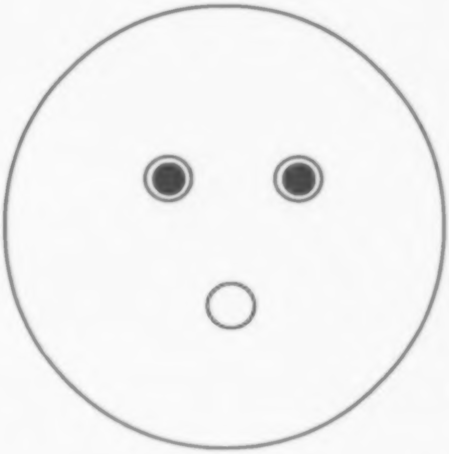
# Color Expressions

Fill in each face with a color that you think would go along with the expression on the face.









**Notes:**

- Self -

# THE IMPACT OF AGGRESSION

**Purpose:** Help students learn about the impact of aggressive behavior on their feelings and attitudes toward themselves.

Tell the students:

1. Aggressive behavior is behavior aimed at injuring some person or object or behavior that would affect another person in a hurtful manner.
2. It is important to understand more about aggressions because aggressive actions can really affect our lives and our feelings about ourselves.
3. You may show your ability to understand aggressive behavior by making folders, individually or in a group, which contain clippings from newspapers or magazines or short descriptions of TV episodes or movies that you think show aggressive behavior.

Proceed by doing the following:

1. Distribute the materials and supplies and ask students to begin finding examples of aggressive behavior.
2. Determine if the activity is to be done individually or in a group.
3. Ask students to begin searching for examples of aggressive behavior and have them bring those examples to school by ____________________.
4. Ask students to determine their feelings and attitudes toward themselves when they experience aggressive behavior or when they are aggressive.

Ask the group (or individual) to share and discuss their folder of aggressive behavior examples with the class.

Ask the class to determine what was learned from their experience.

**Materials:**

Construction paper
Newspapers
Magazines
Art supplies
Scissors

# ATTITUDE CHANGES

**Purpose** Help students learn the impact their attitudes have on every situation.

Tell the students:

> The way you see and feel about things has a big impact on your life and happiness. Your attitudes make school or an occasion what it is—happy or gloomy. Today we're going to play a game to learn more about your attitudes.

Proceed by doing the following:

Play a game with the students about their attitude choices. Ask the students to put on "gloomy glasses". Students may want to make pretend glasses with their hands (form a circle with thumb and index finger) and put them up to their eyes.

Ask the students to put on "happy glasses" and tell how they feel about different issues or events, such as:

- homework
- being in a group with new students
- being late for school or class
- doing well on an assignment

Discuss with the class how easy it is to change from one mood to another by changing our attitudes.

**Notes:**

**Materials:**

None

**Notes:**

- Self -

# HANDLING FEARS AND WORRIES

**Purpose:** Help students learn ways of handling their fears and worries in a constructive manner.

Now and then, ask the students to respond to open-ended statements like the following:

My biggest problem is . . .

I worry about . . .

This is how I look when:
  I am worried . . .
  I am afraid . . .

Things I am not afraid of anymore are . . .

When I think something might be scary, I . . .

Here are some people who help me with my problems . . .

Follow these exercises with discussions about some of the more frequently cited fear and worries.

The students may want to share these feeling, but they could also be given the alternative option of drawing or writing a response.

**Materials:**

Optional:
Drawing paper
Drawing supplies
Writing paper

- Self -

# DESCRIPTION GAME

**Purpose:** Help students become aware of themselves as individuals.

Tell the students:

> We are going to play a game to practice describing ourselves to others. We will begin by talking about our clothes. Then we will describe ourselves by the characteristics as seen by others. Examples of characteristics are such things as "He likes to dance" or "She likes to go shopping."

Proceed as follows:

> Have three or four students stand in front of the class.
>
> Blindfold them to see which one can identify himself or herself from spoken descriptions of his or her clothing.
>
> As soon as the students become familiar with the procedure of the game, make the transition to other types of characteristics (e.g., "She likes to draw," "He likes to cook").

**Notes:**

**Materials:**

None

**Notes:**

- Self -

# ROLES AND SOCIAL SETTINGS

**Purpose:** Help students learn about the roles of people in various social settings at home, school, work, and in the community.

Tell the students:

> We are going to learn about the roles of people in various social settings at home, school, work, and in the community. Think of someone in one of those places. What hat do you think would represent that person? We are going to make hats to match the role of the person.

Before beginning this activity, you may have a discussion about the people in your students' social settings.

Have the students select a person they want to be in one of the social settings. Then have the students make hats that represent the people they have chosen.

This activity provides a warm-up exercise to build student interest. The hats the students make will represent the roles they will play.

Each hat may have a basic pattern with a name of the person written on it, or it may be more original, thus allowing the student to be more creative.

The next activity, Social Hats Role-Play, allows the students to role play according to these choices.

**Materials:**

Construction paper
Drawing supplies
Materials to make hats

78

- Self -

# SOCIAL HATS ROLE-PLAY

**Purpose:** Help students learn about the roles of people in various social settings at home, school, work, and in the community.

Tell the students:

> We are going to learn more about the roles of people in various social settings at home, school, work, and in the community. Now we can use our hat that represent a person from a social setting in a role-play that we can create.

Group the students according to roles of people who usually work together in a social setting. Examples are parents/children, teacher/students, referee/athletes, grocer/shoppers. Use the hats students made in the previous activity, Roles and Social Settings.

Ask students to create a play using their hats and roles. Provide each of the groups with sufficient time to create its own play. If possible, give each group time to rehearse.

It is important that your students take this role-playing seriously. Begin the role-playing on a volunteer basis. In this way, the more outgoing students can pave the way for the others.

This activity was designed not only to be fun, but also to help your students identify and understand important roles in various settings.

**Notes:**

**Materials:**

None

**Notes:**

# CAN YOU WORK ALONE?

**Purpose:** Help students learn the benefits of working alone.

Tell the students:

> We are going to practice doing a project alone. I'm excited to see what you can create as you work alone on this project.
>
> How many of you ever like to do something entirely by yourself?

Explain that the students can make whatever they like by themselves.

Place the materials (e.g., colored pencils, inks, chalk, construction paper, pencils and writing paper, charcoal) on the front table. Students could use any one or a combination of the materials to make whatever they find stimulating.

Display the projects after all are complete.

Ask the students to discuss their projects and the need to be alone to do them.

Include the following questions:

> If they had all worked together on a project, would it have turned out the same?
>
> Did they want to ask anyone's help?
>
> Did they feel they were involved in their work?
>
> Are there other times they feel they would like to be alone?

Optional: You could place a tape recorder on the front table and the students could record information about their projects and their feelings about what they created. This information could be included in the discussion.

**Materials:**
Drawing paper
Drawing supplies
Construction paper
Optional: Other art supplies, tape recorder

80

- Self -

# PEER GROUP EFFECTS

**Purpose:** Help students learn about the effects of peer groups.

Discuss this concept with the class or a small group:

> Peer groups are considered a source of change, a source of enjoyment, and a source of child and parent conflict.

Discuss the following questions with the students:

> Explain ways you respond to your peers.
>
> Are you original? Please explain.
>
> How much do you influence your friends? Please give examples.
>
> Does your "gang" or "group" have a set of unwritten rules or actions considered proper or improper, right or wrong? List them. How did they develop?
>
> Would you act differently if your friends were not looking? What about the people who do not fit into your "group"? Are they "square," "corny," "out of it"? What makes a person "out of it"?
>
> Discuss some actions that you consider "corny" or "not hip." Explain the standard of evaluation that you use. In other words, how did you form your opinions?
>
> Is your judgement the "final word"?

Ask students to determine information learned from the discussion and discuss ways they can apply what they learned to life situations.

**Notes:**

**Materials:**

None

81

Notes:

# FRIENDSHIP REFLECTION

**Purpose:** Help students learn information about friendship.

Duplicate and distribute the Friendship Reflection activity sheet.

FRIENDSHIP

*"A friend is one who dislikes the same people that you dislike."–Anonymous*
*"A true friend is one soul in two bodies."–Unknown*
*"Chance makes our parents, but choice makes our friends."–Delille*
*"The only way to have a friend is to be one."–Emerson*
*"A friend must not be injured even in jest."–Syrus*

1. Put an "M" by the quotation that you like the most, put an "L" by the one you like the least. Then write a statement of your own.
2. Do you reach out to make friends with others? Do you wait until they reach out to you? Explain ways you make friends.
3. Explain ways you show friendship. How can others tell when you are being friendly?
4. If a secret vote were taken in class, how many people do you think would say they would like to have more close friends?
5. List several positive ways to tell someone of the opposite sex you are interested in him or her as a friend.
6. Complete: When it comes to friends, I would like . . .

After students have completed the activity sheet, have a class discussion. Ask students to determine ways to apply the information from the activity to life situations.

**Materials:**

Activity sheet

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- Activity Sheet -

# Friendship Reflection

Put an "M" by the quotation that you like the most, put an "L" by the one you like the least.

_____ "A friend is one who dislikes the same people that you dislike." –Anonymous

_____ "A true friend is one soul in two bodies."– Unknown

_____ "Chance makes our parents, but choice makes our friends." – Delille

_____ "The only way to have a friend is to be one." – Emerson

_____ "A friend must not be injured even in jest." – Syrus

Write a statement of your own:

________________________________________________

Complete the sentence: When it comes to friends, I would like ______________________________________

________________________________________________.

**Notes:**

- Self -

# HANDLING FRUSTRATION

**Purpose:** Help students learn ways to handle frustration.

Ask members of the class to bring in challenging games that one person or two people can play. Be ready to provide small picture puzzles and mental puzzles.

Group students in pairs or allow them to work individually.

Distribute the games or puzzles to each group of students or individuals. Have them work on certain items.

Before students are finished with their activity, force them to pass their game or puzzle on to another group of students.

Repeat this process as long as time allows.

After putting away the games, discuss these questions with the students:

1. What feelings did you just have?
2. What made the solution difficult?

Many students might say they felt angry, anxious, or successful.

Ask students:

1. What do you think the definition of frustration is?

This question might enable the students to arrive at the definition of frustration—being blocked from reaching a goal; a feeling of being prevented from doing or getting something you want.

Ask students to determine ways the activity information can be applied to life situations.

**Materials:**

Games
Small pictures
Mental puzzles

- Self -

# ENVIRONMENT OBSERVERS

**Purpose:** Help students learn to become observers of their environment.

Tell the students:

> We are going to take a walk around an area of the school. Take along a pencil and a piece of paper and write down everything you see that you think affects the environment.

When the class gets back to the room, see how many different things the students observed.

Discuss the information listed on the students' observation lists.

As the different objects are named, ask students to tell the following:

1. the function of the object
2. how the object affects the environment
3. what the environment would be like without the object

Discuss whether these objects cause any problems in the environment or solve any problems.

**Notes:**

**Materials:**

Writing pads
Pencil

**Notes:**

- Self -

# YOUR PHYSICAL NEEDS

**Purpose:** Help students learn more about themselves by gathering information about their physical needs.

Tell the students:

> It is important to learn more about yourselves by gathering information about your physical needs. This activity will help you do that. Please listen, follow directions, and participate.

Using magazines and newspapers, have the students gather and display ads that recognize or appeal to physical needs or that are composed to make people think they have those needs. Also, they might report on or act out ads from television and radio.

They need to be cautioned that some ads appeal to things other than physical needs.

**Materials:**

Magazines
Newspapers

- Self -

# WRITING INSIGHT

**Purpose:** Help students learn more about themselves through writing.

Tell the students:

> You are going to learn more about yourself through a writing activity. I will give you phrases that you can select for this activity. You are to expand the phrase you select into a creative paragraph.

Write the following lines on the board:

1. A dog is man's best friend.
2. Having friends is cool.
3. A friend in need is a friend indeed.
4. Home is where the heart is.
5. Anywhere I hang my hat is home.
6. There is no place like home.
7. Love thy neighbor.
8. Love makes the world go round.

Each student may choose the one he or she prefers.

Tell the students they will share their finished work with the class.

**Notes:**

**Materials:**

None

**Notes:**

- Self -

# FEELINGS OF FRIENDSHIP, LOVE, BELONGING

**Purpose:** Help students learn about the feelings of friendship, love, and belonging.

Ask the class to bring in pictures that embody these feelings from magazines to use later, or have magazines available before beginning this activity.

Tell the students:

> Let's learn more about different feelings today. The feelings of friendship, love, and belonging are feelings that most people have desired and experienced. This activity can help us learn more about these feelings.

Describe for the class the feelings of friendship, love, and belonging. Have a discussion about these feelings.

Have each student study his or her pictures and write his or her thoughts about them. Tell the class they will be sharing their ideas later.

Some ideas to write about might include the following:

1. What do you think the needs of the people in these pictures might be?
2. How do you think they were feeling when the pictures were taken?
3. Explain the different ways in which these people are expressing their feelings of love and acceptance?
4. List some of the effects of the different behaviors you see?
5. What do you think could be some of the reasons these people feel loved or accepted?

**Materials:**

Magazines

88

# FEELING EXPRESSION GAME

**Purpose:** Help students learn to express happy and sad emotions.

Tell the students:

> You have a chance to express happy/sad emotions by using a smiling or frowning face. We are going to make happy and sad faces to use in our activity.

Have each student make a happy/sad face from two small paper plates or two circles of uniform size.

On one circle make a happy face, and on the other make a sad face.

Paste them together back-to-back with a dowel rod, stick, or pencil in between, lollipop fashion.

Read the following statements to play the game. Have the students show the face that expresses how they feel. Note: Students may not always show the same face.

STATEMENTS

How do you feel when:

- someone says you are not nice?
- someone scolds you?
- someone smiles at you?
- someone says he likes you?
- you tell someone you hate him?
- you are angry?
- you get up in the morning?
- you are going to a party?
- you win a game?
- you did some good work?
- someone admires your dress or shirt?
- someone says, "I don't like you anymore?"

Discuss alternative ways students could choose to feel.

**Notes:**

**Materials:**

Paper plates or round paper pieces
Dowel rods or sticks
Drawing supplies

89

**Notes:**

- Self -

# ASKING FOR HELP

**Purpose:** Help students learn ways of dealing with frustration by asking for help.

Tell the students:

> One way some people deal with frustration is by writing newspaper columnists to ask for help. Bring in some columns of "Ann Landers" or "Dear Abby" (or any other advice column) from the newspaper and we can use the clippings as examples of ways some people ask for help.

Read the examples from the newspaper and discuss these questions after each example:

1. What might be the needs of the person writing the letter?
2. Explain alternatives you see for the individual in this situation?
3. List possible effects you see resulting from the various alternatives the person has?

You may want to personalize the discussion by asking more direct questions:

1. What might you do in this situation?
2. Explain alternatives you would consider in this situation.

The students may even wish to have an advice column in their own classroom, with volunteers taking turns being the columnist. The problems and answers could be discussed in class.

**Materials:**

Ann Landers and/or Dear Abby newspaper columns

- Self -

# SECURITY INSIGHT

**Purpose:** Help students learn information about feelings of security and insecurity.

Tell the students:

> We are going to discuss feelings of security and insecurity that are appropriate for students of your age. It is important to remember that many students have these feelings. There is nothing to worry about if you sometimes feel secure or insecure.

Ask the students:

1. What do you think causes individuals to choose to feel secure?
2. What do you think causes individuals to choose to feel insecure?
3. Discuss times when you felt secure.
4. Discuss times when you felt insecure.
5. Explain helpful things we can do in each of the situations.

**Notes:**

**Materials:**

None

**Notes:**

- Self -

# FEELINGS IN SCHOOL

**Purpose:** Help students learn their feelings about different situations at school.

Duplicate and distribute the Feelings In School activity sheet. Ask the students to complete the activity sheet.

1. When I come to school in the morning, I feel ____________.
2. When I am with my friends, I feel ______________________.
3. When I take a test, I feel_____________________________.
4. When someone teases me, I feel ______________________.
5. When I don't do well in school, I feel ___________________.
6. When I get left out, I feel ___________________________.
7. When I'm on break, I feel, ___________________________.
8. When the teacher praises my work, I feel _______________.
9. When we have a holiday, I feel ______________________.
10. Most of the time, I feel ______________________________.

After students have completed the activity sheet, discuss these questions:

How often have you chosen to feel this way in school?

What was happening in school when you chose to feel that way?

How do your feelings in school affect your learning?

**Materials:**

Activity sheet

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- Activity Sheet -

# Feelings In School

1. When I come to school in the morning, I feel ________.

2. When I am with my friends, I feel ________________.

3. When I take a test, I feel ____________________________.

4. When someone teases me, I feel ________________.

5. When I don't do well in school, I feel ________________.

6. When I get left out, I feel ____________________________.

7. When I'm on break, I feel ___________________________.

8. When the teacher praises my work, I feel ___________
______________________________________________.

9. When we have a holiday, I feel _____________________.

10. Most of the time, I feel ______________________________.

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**Notes:**

# DESIRABLE FEELINGS

**Purpose:** Help students learn the relationship between experiences and feelings.

Write on the board desirable feeling words found on the Feeling Words Lists and/or Feeling Words Cards appropriate for your group beginning on page 319. During academic periods that day, deliberately increase the number of times you offer encouragement for positive attitudes and effective performance and ignore (as much as possible) undesirable behavior.

After at least an hour at some convenient breaking point, ask students to write a feeling word from the board to show how they feel.

Next, ask students about the way they felt and the frequency of that feeling during previous lessons.

Ask students:

1. Do you think your feelings are related to anything I have been doing?
2. Are your feelings related to anything you have been doing?

Help the students see the connection between your behavior and their choice of feelings and vice versa.

Compare this experience with their earlier experiences when undesirable feelings were aroused.

**Materials:**

Activity sheet
Feeling Words Lists and Cards

- Self -

# FROWNING EFFECTS GAME

**Purpose:** Help students learn the effects of frowning and the feeling they experience when they smile and frown.

Tell the students:

> We are going to play a game. I want you to frown and keep on frowning.
>
> Please form a circle.
>
> The player who is "it" moves around the center of the circle and tries to get a player to smile. This person may say anything or make any gestures, but may not touch the other players.
>
> When this person causes a player to smile, that player becomes "it."

Choose a student to be "it" and begin the game.

Continue to play until most students have had an opportunity to be "it."

Then discuss the following questions:

1. How did you feel when the pressure was off and you could finally smile?
2. What kinds of things caused you to smile?
3. What are some things that cause you to frown?
4. How do you choose to feel when you see someone frowning?

**Notes:**

**Materials:**

None

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**Notes:**

# LIFE'S UPS AND DOWNS

**Purpose:** Help students learn more about expressing happy and sad feelings and the facial expressions they communicate in different situations.

Duplicate and distribute the Life's Ups And Downs activity sheet.

Divide the class into two groups, the smiling group and the frowning group. Read the script (see below) aloud with the class. Direct the students to frown and smile at appropriate times while reading the script. After the script has been read once, have the groups reverse roles.

Life's Ups And Downs

> Some days seem to be great from the start, people say kind things straight from their heart. (Smile)
>
> Other times aren't so fine, people are cross and very unkind. (Frown)
>
> Some days I see people push and tease, I end up wishing they would just leave. (Frown)
>
> Other days when people share and help out, I feel so happy I could jump and shout. (Smile)
>
> Some days I work to do my best, and still end up nearly failing the test. (Frown)
>
> Other days I study and know, things that I've learned do clearly show. (Smile)
>
> Some days when I feel blue all day, I know things just won't go my way. (Frown)
>
> Other days I feel proud all day long, my step is so light I break into a song. (Smile)
>
> —T. R. Radd

Discuss students' reactions and the feelings they experienced during the activity.

**Materials:**

Activity sheet

- Activity Sheet -

# Life's Ups And Downs

Some days seem to be great from the start, people say kind things straight from their heart. (Smile)

Other times aren't so fine, people are cross and very unkind. (Frown)

Some days I see people push and tease, I end up wishing they would just leave. (Frown)

Other days when people share and help out, I feel so happy I could jump and shout. (Smile)

Some days I work to do my best, and still end up nearly failing the test. (Frown)

Other days I study and know, things that I've learned do clearly show. (Smile)

Some days when I feel blue all day, I know things just won't go my way. (Frown)

Other days I feel proud all day long, my step is so light I break into a song. (Smile)

—T. R. Radd

**Notes:**

- Self -

# TEACHER INSIGHT

To help you understand some of the feelings that your students may be experiencing in school, complete this teacher activity. Have the students privately answer each question. Discussion may follow each question.

1. How do you describe anger? Please explain.
2. Describe the last time you felt angry.
3. Explain the reason you suppose you felt angry.
4. How would you feel about describing this feeling of anger to a group of people?
5. What might have to happen for you to feel comfortable discussing your feeling with a group?
6. Explain ways your angry feelings affect your class?
7. I wonder how you might feel if someone told you that your feelings were wrong or that you had no reason to feel that way?
8. How might you react to this person?
9. Was it hard for you to answer these questions? Please explain.

**Materials:**

None

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- Self -

# FRUSTRATION REACTIONS

**Purpose:** Help students learn about their reactions to feelings of frustration.

To stimulate a discussion about feelings of frustration, set up a frustrating situation for the students. One way to do this is by removing one or more necessary pieces to a jigsaw puzzle.

Distribute jigsaw puzzles to small groups in the class. This requires a little thought and time, allowing the groups a real opportunity to work together. Next, tell the class there is a time limit on when they need to complete the puzzle. Tell the students that the first group to complete the puzzle within the time limit will win the contest.

When the puzzles are nearly finished, the groups will notice their lost puzzle pieces. Students might also see pieces of a puzzle (ones not used in the contest) on your desk.

Explain to the students that those pieces were extra pieces that you found. The students may want to use these pieces when they notice ones missing from their puzzle. Let them use any puzzle pieces they want to use.

When all have had a taste of frustration, call time.

Discuss how the students felt and whether the experience was more frustrating to some than to others.

Ask students to determine the following:

1. life situations where they experience frustration
2. the way they choose to handle their frustration

**Notes:**

**Materials:**

Jigsaw puzzles

**Notes:**

- Self -

# LEARNING ABOUT FIGHTING

**Purpose:** Help students learn their feelings and beliefs about fighting.

Tell the students:

> We are going to discuss fighting. I want you to learn ways to help yourself when you are in a situation that could result in a fight. Please complete the following questions that can help us with our discussion.

The following open-ended sentences might be used for group discussion.

1. The way I feel about fighting is ______________________.
2. One thing that people fight about at school is____________.
3. I think the biggest cause of fights is __________________.
4. One way I keep from fighting is ______________________.

These sentences may be used as topics for drawings, written paragraphs, or brief stories.

**Materials:**

None

100

- Self -

# FEELING AND BEHAVIOR RESPONSES

**Purpose:** Help students learn behaviors related to different feelings.

Tell the students:

> Please write a feeling on a piece of paper. We will draw these pieces of paper from a ____. I will add other feelings if we need more choices for our group. (See the Feeling Words Lists activity sheets beginning on page 319 for other choices.)

Feelings are often accompanied by a distinct motor response beyond the obvious facial expressions and tone of voice. Pretend you have a mask on a stick that you can hold up as you communicate without words or sounds. Ask the rest of the class to guess what emotion or mood you have been assigned by watching your movements. Examples could be movements that show joy, guilt, pride, or jealousy.

Select a feeling to act out and the group will guess the feeling you are expressing without words.

After the acting is completed, ask the students to discuss the following questions:

> Do we always behave the way we feel?
>
> Do we sometimes mask our feelings?
>
> When we mask our feelings, do we realize we are doing it?
>
> Explain reasons we do it.
>
> Explain the reason and time when certain behaviors are interpreted as showing one feeling when they could also be expressing others.

**Notes:**

**Materials:**

Activity sheet
  Feeling Words
  Lists
Optional: Mask

**Notes:**

- Self -

# FEELING THOUGHTS

**Purpose:** Help students learn to express ways they feel when confronted with different situations.

Duplicate the Feeling Thoughts activity sheet.

Tell the students:

> It is important to know the way we feel when we are in different situations. Complete the activity sheet so you can learn more about your feelings in different situations.

Distribute the activity sheet. After students have completed the activity sheet, discuss their responses.

Juan's mother told him he had to stay in and wait for dinner. All Juan's friends were playing outside.

How do you think Juan felt? Please explain.

Mean Hungry Angry

Use the Creative Corner to draw or express ways Juan might have felt.

Ask students ways to apply the activity ideas in other situations.

**Materials:**

Activity sheet

- Activity Sheet -

# Feeling Thoughts

Juan's mother told him he had to stay in and wait for dinner. All Juan's friends were playing outside.

How do you think Juan felt?

Mean Hungry Angry

Please explain.

Draw or express ways Juan might have felt.

| Creative<br>o<br>r<br>n<br>e<br>r |
|---|

**Notes:**

- Self -

# MY FEELING FACES AND CHANGES

**Purpose:** Help students learn about the many ways their faces look when they experience different feelings.

Tell the students:

> Please draw your face and show the feeling that best fits you now.

Distribute the drawing paper and supplies.

Have students draw faces that express different feelings. Talk about the possible feelings they can draw.

In the morning, the students can select faces that best fit how they feel and tape it to their desks. You can talk privately to students to discuss the reasons they chose particular faces.

When you feel the class can handle the situation, everybody can discuss the reasons they chose a specific face. Possibly the class could be supportive of those who have expressed sad or angry feelings and be available to help.

A student could be able to change the face as his or her feelings change throughout the day.

If most students seem to be "saying" they are happy, it might help if you put up your sad face and tell them something that saddens you. Then they might not be afraid to admit they feel sad.

For younger students who might have difficulty keeping track of a number of faces, you might use one piece of paper with different faces on different folds.

**Materials:**

Drawing paper
Drawing supplies

104

# ANGER RESPONSE

**Purpose:** Help students learn about their feelings when they are around someone who is angry.

Gather the students around you on the floor.

Ask the students:

Explain the way you feel when someone is angry with you.

Discuss their responses.

It might help to give the students a situation to which they can relate (e.g., "While playing ball, you broke someone's window").

Ask some of the students to show how they might act if someone were angry with them.

Suggest that some students cry, hide, shout, hit, run away, or tell a parent.

Ask the students:

1. Will you choose to act in the same way?
2. How would you choose to feel if someone were angry with you?

**Notes:**

**Materials:**

None

**Notes:**

- Self -

# PLAYING AND FRIENDSHIP

**Purpose:** Help students learn to express the ways they feel when confronted with different situations.

Duplicate the Playing and Friendship activity sheet.

Tell the students:

> It is important to know the way we feel when we are in different situations. Complete the activity sheet so we can learn more about our feelings in different situations.

Distribute the activity sheets. After students have completed the activity sheet, discuss their responses and ask the students to state their feelings.

Maria and Phillip were playing ball. Meisha came outside and saw them. She asked, "May I play, too?"

"Okay," said Maria to Phillip. They smiled at Meisha.

How do you think Meisha felt? Please explain.

Afraid Happy Angry

______________________________

______________________________

______________________________

**Materials:**

Activity sheet

Use the Creative Corner to draw or express ways Meisha might have felt.

- Activity Sheet -

# Playing and Friendship

Maria and Phillip were playing ball. Meisha came outside and saw them. She asked, “May I play, too?”

“Okay,” said Maria to Phillip. They smiled at Meisha.

How do you think Meisha felt?

Afraid Happy Angry

Please explain.

Draw or express ways Meisha might have felt.

**Creative**
**o**
**r**
**n**
**e**
**r**

**Notes:**

- Self -

# ANGRY FEELINGS EXPRESSION

**Purpose:** Help students learn ways to express their angry feelings.

Tell the students:

> We all have times when we have angry feelings. I want you to act out your responses to the questions I'm going to ask you about anger.

Have the students act out their responses to these questions:

1. How might we sound when we are angry?
2. How might we look when we are angry?
3. How might we walk when we are angry?
4. How might we stand when we are angry?
5. How might we feel when we are angry?
6. What might we do when we are angry?

The students might also write their own role-playing situations dealing with anger.

**Materials:**

None

# YOUR WEATHER REPORT

**Purpose:** Help students learn ways they are affected by the weather.

Tell the students:

> Each morning for about 2 weeks, I want you to participate in a survey of your feelings. Each morning, I want you to write down a couple of sentences to describe how you feel in the style of a weather report. For example, "I feel sunny with a few clouds moving in."

Each day, keep a newspaper clipping of what the weather was like for that day.

After 10 days (or fewer), ask the students to examine their feelings against the weather for the respective days to see if the weather had any effect on them. If so, what was the effect? If not, what is the reason they were not affected?

A discussion could also be developed by asking individual students how they feel the weather affects them.

Then ask the students what other things affect moods, feelings, and attitudes?

**Notes:**

**Materials:**

None

**Notes:**

**- Self -**

# HOW DO YOU FEEL?

**Purpose:** Help students learn to identify and describe the way they feel.

Duplicate and distribute the How Do You Feel? activity sheet.

Tell the students:

> We all have feelings. It is important to learn the words to describe those feelings. We are going to practice ways to know our feelings and ways to describe them.

Ask the students to list four different words for each sentence.

1. When you go on a family vacation, you feel

   ______________________________

   ______________________________

   ______________________________

   ______________________________

2. When you lose a family pet, you feel

   ______________________________

   ______________________________

   ______________________________

   ______________________________

3. When mothers and fathers like each other very much, they feel

   ______________________________

   ______________________________

   ______________________________

   ______________________________

4. When families argue over things, they feel

   ______________________________

   ______________________________

   ______________________________

   ______________________________

**Materials:**

Activity sheet

- Activity Sheet -

# How Do You Feel?

List four different words for each sentence.

1. When you go on a family vacation, youfeel

________________________________________

________________________________________

________________________________________

________________________________________

2. When you lose a family pet, you feel

________________________________________

________________________________________

________________________________________

________________________________________

3. When mothers and fathers like each other very much, they feel

________________________________________

________________________________________

________________________________________

________________________________________

4. When families argue over things, they feel

________________________________________

________________________________________

________________________________________

________________________________________

- Self -

# FEELINGS AS ART

**Purpose:** Help students learn ways to express their feelings nonverbally through the use of art.

Duplicate and distribute the Feelings As Art activity sheet and art supplies.

Tell the students:

> Each of you is to pick out a word from the feeling words on the activity sheet and express the feeling in some art form. Make your pictures large enough to be seen from the back of the room. After you are finished, please turn in your artwork.

Have the students display their artwork in front of the class or on a board.

Ask students to communicate the feelings they recognize and ask the artist for clarification if a work of art is unclear regarding the feeling expressed. Ask the students to tell when a person might feel that way.

This activity can be repeated a number of times.

happy
mad
sad
glad
angry
worried
important
brave
determined
proud
afraid

loved
joyful
merry
upset
excited
outraged
alone
jealous
lonely
embarrassed
safe

hurt
ashamed
pleased
beautiful
ugly
unsure
sure
trusting
trusted
fat
skinny

**Notes:**

**Materials:**

- Activity sheet
- Large drawing paper
- Drawing supplies

- Activity Sheet -

# Feelings As Art

happy
mad
sad
glad
angry
worried
important
brave
determined
proud
afraid

loved
joyful
merry
upset
excited
outraged
alone
jealous
lonely
embarrassed
safe

hurt
ashamed
pleased
beautiful
ugly
unsure
sure
trusting
trusted
fat
skinny

**Notes:**

- Self -

# MY SCHOOL ATTITUDES

**Purpose:** Help students learn the different attitudes they have about school and the effects attitudes have on their learning.

Tell the students:

> Please take out paper and pencil. We are going to make two different column charts.
>
> The first chart includes two columns. Title the two columns:
> 1. Things I Feel Positive About in School, and
> 2. What Can I Do To Help Myself.
>
> The second chart includes three columns. Title the three columns:
> 1. Things I Feel Positive About in School,
> 2. What Can I Do To Help Myself, and
> 3. Things I Feel Negative About in School.
>
> Think about the column titles. Write information about yourself in each column.

After the students have completed their charts, ask them to do the following:

1. Recognize different attitudes toward school.
2. Give several possible reasons for these attitudes.
3. Explain how each might be helpful or hurtful to his or her learning.
4. Identify several helpful and hurtful attitudes in himself or herself and others.
5. Explain ways they think these attitudes developed.
6. Describe the possible effects of attitude choices.
7. Demonstrate at least one way to begin to change any hurtful attitudes.

**Materials:**

Paper
Pencil

- Self -

# RELAXATION

**Purpose:** Help students learn the impact of tension on performance.

Tell the students:

> Tension can interfere with how well we do something. In other words, we do better in games and tests when we are relaxed. Many famous athletes relax before a big game by thinking about their favorite place or about doing something that they really enjoy.

Ask students to sit quietly and think about their favorite place or about something that they really enjoy doing. Allow several minute, then ask:

1. How do you feel? Did it work? Are you relaxed?
2. Please volunteer if you would like to share your daydream.

Before students take their next test or start some other type of tension-producing activity, have them practice relaxing for 3 to 5 minutes.

Don't be surprised if some students ask for daydreaming sessions to help them relax and calm down at other times.

**Notes:**

**Materials:**

None

**Notes:**

- Self -

# HANDLING SICKNESS

**Purpose:** Help students learn to express ways they feel when confronted with different situations.

Duplicate and distribute the Handling Sickness activity sheet. After students have completed the activity sheet, discuss their responses.

Tell the students:

> It is important to know the way we feel when we are in different situations. Complete the activity sheet so we can learn more about our feelings in different situations.

Ask the students to state their feelings in this situations:

Marcus was sick at home. While he was not at school, the other students learned a new game. When Marcus got back, everyone was busy and having fun.

How do you think Marcus felt? Please explain.

Sad Angry Happy

________________________________________

________________________________________

________________________________________

Use the Creative Corner to draw or express ways Marcus might have felt.

**Materials:**

Activity sheet

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- Activity Sheet -

# Handling Sickness

Marcus was sick at home. While he was not at school, the other students learned a new game. When Marcus got back, everyone was busy and having fun.

How do you think Marcus felt?

Sad Angry Happy

Please explain.

Draw or express ways Marcus might have felt.

**Creative**
**Corner**

**Notes:**

- Self -

# BRAD'S EXPERIENCE

**Purpose:** Help students learn to express ways they feel when confronted with different situations.

Duplicate and distribute the Brad's Experience activity sheet. After students have completed the activity sheet, discuss their responses.

Tell the students:

> It is important to know the way we feel when we are in different situations. Complete the activity sheet so we can learn more about our feelings in different situations.

Ask the students to state their feelings in this situation:

Brad's father cut his hair at home. When Brad went to school, the other students laughed at his hair. They called him "Baldy."

How do you think Brad might feel? Please explain.

Mad Joyful Foolish

Use the Creative Corner to draw or express ways Brad might have felt.

**Materials:**

Activity sheet

- Activity Sheet -

# Brad's Experience

Brad's father cut his hair at home. When Brad went to school, the other students laughed at his hair. They called him "Baldy."

How do you think Brad might feel?

Mad Joyful Foolish

Please explain.

Draw or express ways Brad might have felt.

Creative
o
r
n
e
r

**Notes:**

- Self -

# FEELING ACTIONS

**Purpose:** Help students learn nonverbal signs that indicate different feelings.

Tell the students:

> You can sometimes tell how a person feels by the way he or she looks, walks, talks, and sits. Please choose some of the feeling words we know and place them in the questions I ask you. (Optional: You may use the Feeling Words Lists activity sheet appropriate for your group beginning on page 319 for feeling word ideas.)
>
> Please take out paper and pencil and answer the following questions:
>
> 1. How can you tell when a person feels _____________ ?
> 2. How do you act and look when you feel ____________?
> 3. Do all people act or look the same way when they feel ______________________________________?
> 4. When do you feel ____________________________ ?
> 5. What do you do that might affect when someone feels ______________________________________?

As you talk about these feelings, ask the class to show you how they would look, walk, sit, and so on, if they felt a certain way. A simple prop might stimulate the discussion.

Tape a feeling word on a student and ask him to show the class how he would act if he felt that way.

You could also play a game by taping a feeling word on the back of a student (or yourself) so that she cannot read what it says. One student at a time would act out the feeling to help the student guess the word on her back. (Optional: The Feeling Words Lists or Cards activity sheets could be used for this activity.)

**Materials:**

Optional: Feeling Words Lists and Cards

120

- Self -

# MUSIC REACTIONS

**Purpose:** Help students learn the way music affects their feelings.

Tell the students:

> Students may react to music in many different ways. Some students react by clapping to the rhythm. Let's practice different ways of reacting to the music and then talk about what you enjoyed most.

Play a number of different music selections.

As you play a number of selections of music, you can have the class do the following:

1. clap to the rhythm
2. walk to the rhythm
3. bounce or roll balls
4. draw pictures

After any of these activities, ask the students to express the different feelings they experienced.

Ask students to do the following:

1. Talk about their feelings.
2. Explain ways the music affected them.
3. Explain ways the music might affect their actions.

Point out the following:

1. Students feel differently about the same piece of music. Some students might say they felt nervous or rushed by the music; others may say they felt relaxed. Some might say they felt happy during the march music, but they might not know the reason.
2. Students might feel differently if they hear the same music again.

**Notes:**

**Materials:**

Various types of music & equipment
Optional: Balls
Drawing paper
Drawing supplies

**Notes:**

- Self -

# LIKE AND DISLIKE FEELINGS RESPONSE

**Purpose:** Help students learn feelings they like and dislike.

Tell the students:

> We all experience feelings that we like and feelings we dislike. Please take out a piece of paper and a pencil. I want you to answer questions, by writing or drawing, so we can learn more about those feelings.

Using the questions below, have the students make up their own list of feelings they like and dislike, either by written response or by drawing their response.

1. Which feelings do you like?
2. Give the reasons you like these feelings.
3. Which feelings do you not like?
4. Give the reasons you do not like these feelings.
5. Explain the way you feel now.

As you discuss the questions, make two lists on the board of the feelings that the students like and dislike. This will help the students become aware that they do not all react in the same way to the same feeling.

There can be further discussion about the reasons their reactions might differ and whether or not this is helpful.

**Materials:**

Paper
Pencils
Drawing supplies

- Self -

# COMMUNICATE NONVERBALLY

**Purpose:** Help students learn different ways that feelings are communicated nonverbally.

Tell the students:

> It is important to learn ways that we communicate our feelings nonverbally. I will ask you questions to help you consider all the different ways feelings can be communicated nonverbally.

Have students consider all of the different ways feelings are communicated nonverbally. Use the following questions to guide the discussion:

1. Explain some of the ways you can communicate boredom nonverbally.
2. Show me how you look when you're excited. Then when you're calm.
3. Remember a time when you were refused something you wanted so you pouted? How did you look when you pouted?
4. Remember a time when someone else did something to be proud of? How did the person look?
5. Which feelings are easiest for you to communicate nonverbally?
6. Which feelings do you like to show to others?
7. Which feelings do you prefer to hide?
8. Did you ever get angry and hide your feelings? Please explain.
9. Explain ways you can communicate if you have a very sore throat and can't talk?

**Notes:**

**Materials:**

None

**Notes:**

- Self -

# DIFFERENT FEELING EXPRESSIONS

**Purpose:** Help students learn different ways people can express their feelings.

Tell the students:

> We are always feeling something, no matter what we are doing. Let's learn about those feelings and the different ways people express them. I will ask you questions to help us discuss this.

Ask students the following questions:

1. When you watch how other people act, can you tell how they feel when they do certain things? How can you tell?
2. Do you think being smart and being small have anything to do with feelings? Please explain.
3. Do all people express their feelings in the same way? Please explain.

After the discussion, allow the students to dramatize a variety of emotions or feelings such as being silly, sad, surprised, shy, and sorry.

**Materials:**

None

- Self -

# FEELING FREQUENCY

**Purpose:** Help students learn about uncomfortable feelings and how often they occur.

Before beginning the activity, write the example below on the board.

Tell the students:

> We all experience times when we have uncomfortable and uneasy feelings. It will help us learn more about these feelings if we pay attention to when they happen. Pay attention and keep track of the times you have uneasy feelings today.

Ask students to name the uneasy feelings they have during school. Write these feelings on one side of the board. (See the example below.) Ask students to keep track of their uneasy feeling times during the day. Then ask students to estimate how often they had these feelings in any one class day. Write the number of students who experienced that feeling in each time category. Continue for each uneasy feeling listed on the class uneasy feeling list.

Example:

| Uneasy feeling | 1-2 times | 1-5 times | 5-10 times | More/10 times |
|---|---|---|---|---|
| Anger | 8 | 8 | 5 | 4 |
| Disappointment | 7 | 9 | 3 | 6 |

Leave the uneasy feelings on the board and ask students to do the same for comfortable feelings. Compare the lists and ask them to brainstorm answers for these questions:

1. Explain ways you could decrease the frequency of your uneasy feelings.
2. Explain ways you might help decrease the frequency of other people's uneasy feelings.
3. Explain ways you could increase the frequency of your comfortable feelings.
4. Explain ways you might increase the frequency of other people's comfortable feelings.
5. Ask students to vote for the two most practical suggestions for increasing comfortable feelings.

**Notes:**

**Materials:**

None

**Notes:**

- Self -

# FEELING TEAMS

**Purpose:** Help students learn information about their own feelings and the feelings of others.

Tell the students:

> It is important that you become more aware of your own feelings and the feelings of others. To help us, we are going to have a Feeling Bee. Please listen, follow my directions, and participate.

Divide the class into teams and have them line up in two rows facing each other.

Ask the first person on one team to name something she feels happy about. If she responds, she may sit down.

If she does not respond within 30 seconds, go on to the first person on the other team.

Continue until everyone has had a chance to respond. The first team to be entirely seated wins.

After all the students are seated, take time to discuss responses. This game may be repeated with a variety of feelings, such as disappointment, disgust, hope, anger, or fear.

Optional: You may use this as a cooperative game by allowing all team members to help each other with the answer. Take turns between the two groups of players until each group has had an equal number of turns.

**Materials:**

None

- Self -

# SHARING ABOUT ME

**Purpose:** Help students learn more about themselves and all group members.

Tell the students:

> We are going to do an activity to help us learn more about ourselves and others in our group. Please listen, follow my directions, and participate.

Divide the class into groups of 8 to 10 students each.

Ask the students:

> Is there anyone in the group who can name everyone else in the group?

Each group has a turn until all volunteers have had a chance to name everyone.

If difficulty is experienced with a particular individual's name, provide help.

No one is forced to participate, but everyone is encouraged to do so.

Following this activity, say:

> Let's get to know each other better by sharing something about ourselves. For example, "A time my mother was mad at me was . . ."

A follow-up activity may consist of topics to discuss:

1. what we like and dislike about teachers
2. what we like and dislike about going to school
3. what we like and dislike about the weather

**Notes:**

**Materials:**

None

**Notes:**

- Self -

# CLASSROOM COMMUNICATION

**Purpose:** Help students learn more about the different feelings they experience at different times during the day.

Tell the students:

> It is important that we learn to realize our feelings at different times during the day. I will stop and share my feelings with you at different times today. When I do, please share your feelings. This can help all of us learn about our feelings and ways to help each other.

Proceed as follows:

At some time during the day, stop. Make a list of feelings words on the board. Have the students show how they are feeling by raising their hand when you point to the feeling on the board. Let them know what your feelings are, too.

Explain that your feelings do not stem only from the way things are going in the classroom, but that sometimes you have problems at home or in your work that are not related to anything that happens in the classroom.

After you have shared your feelings, ask students to share their feelings and any ideas they have about the reason things are going as they are. Ask for suggestions about what you can all do to improve the situation.

Discussion could be as long as needed for students to volunteer their suggestions.

**Materials:**

None

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# WHEN WE WORRY . . .

**Purpose:** Help students learn information about the way their bodies are interdependent with their emotions.

Tell the students:

> People that study and research the body and emotions have found that there is a connection between the two. If we understand the way this works, we can stay healthier. I want volunteers to find out what happens inside our bodies when we worry. Volunteers can ask for information about what happens inside our bodies when we worry from many sources, such as nurses, doctors, magazine articles, books, the Internet, and so forth.

Once student volunteers are identified, ask the students to begin their research. Perhaps someone could research the topic of psychosomatic medicine on a level which could be reported to the class. Explain the definition of psychosomatic medicine—medicine that is used to treat psychological symptoms, such as anxiety, that are manifested in physical ways.

Select a date when all information is due from the volunteers.

At that time, have a group discussion. Ask all volunteers to share the information that they learned.

**Notes:**

**Materials:**

Resource materials

**Notes:**

- Self -

# SHARING AND TAKING TURNS

**Purpose:** Help students learn how they feel in situations that require sharing and taking turns.

Tell the students:

> It is important to know the feelings we have when we share and take turns with others. We are going to discuss how we feel at times when we need to share and take turns. Please listen and answer the following questions.

Ask students to tell times that they shared and took turns. Discuss the following questions:

1. What do we do when we feel we want to be first all the time?
2. What do we do when we are worried that our turn will not come?
3. What conditions need to exist in order for everyone to find satisfaction in taking turns?

After the discussion, ask students to decide on:

1. ideas from the activity they can practice
2. ways to know their feelings when sharing and taking turns

**Materials:**

None

- Self -

# EXPLORING MY EMOTIONS

**Purpose:** Help students learn about their feelings and the ways feelings can be helpful and hurtful.

Tell the students:

> We all have emotions such as happiness, sadness, anger, and fear. Everyone has fears; some are helpful and others are hurtful. I will show you pictures of different feeling expressions. Please listen, follow the directions, and participate.

Use pictures or student drawings that show expressions of happiness, sadness, fear, and anger.

Have students volunteer to act out for the class a facial expression depicting one or more of the emotions discussed and shown on the board.

The class may play a game by members of the class selecting a feeling card. Then ask them to act out the emotion on the card. Refer to the Feeling Words Cards beginning on page 322.

Optional: Make a picture board entitled, "Things I Fear." Then have the students take turns acting out one situation from the board that he or she fears. Allow students to add pictures or drawings of feared things.

**Notes:**

**Materials:**

Feeling pictures or drawings

Feeling Words Cards

**Notes:**

- Self -

# AM I A WINNER OR LOSER?

**Purpose:** Help students learn about times they felt like winners and losers and situations that influence their feeling choices.

Duplicate and distribute the Am I A Winner Or Loser activity sheet. Ask the students to complete the activity sheet.

1. The last time I felt like a winner was ______________________________________________.
2. I feel like a real winner when ______________________________________________.
3. I feel like a loser when ______________________________________________.
4. Many people think a person is a winner if ______________________________________________.
5. When I think of winners, I think of people like ______________________________________________.
6. When I help someone else feel like a winner, I feel ______________________________________________.
7. Once, when it looked as if I might be a loser, someone helped me by ______________________________________________.
8. One thing I would really like to win at is ______________________________________________.
9. Some things I could do to help achieve that goal are ______________________________________________.
10. I would hate to lose at ______________________________________________.
11. Some things I can do to avoid losing that way are ______________________________________________.
12. There would be more winners and fewer losers if we could only ______________________________________________.
13. As I think about all of this, I ______________________________________________.

Then ask the students to discuss their responses and determine ways to apply the information learned from the activity.

**Materials:**

Activity sheet

- Activity Sheet -

# Am I A Winner Or Loser?

Complete the open-ended sentences below.

1. The last time I felt like a winner was ______________________________
______________________________________________________________.
2. I feel like a real winner when ______________________________.
3. I feel like a loser when ______________________________.
4. Many people think a person is a winner if ______________________________
______________________________________________________________.
5. When I think of winners, I think of people like ______________________
______________________________________________________________.
6. When I help someone else feel like a winner, I feel __________________
______________________________________________________________.
7. Once, when it looked as if I might be a loser, someone helped me by
______________________________________________________________.
8. One thing I would really like to win at is ______________________________.
9. Some things I could do to help me achieve that goal are _______________
______________________________________________________________.
10. I would hate to lose at ______________________________.
11. Some things I can do to avoid losing that way are _______________
______________________________________________________________.
12. There would be more winners and fewer losers if we could only
______________________________________________________________.
13. As I think about all of this, I ______________________________
______________________________________________________________.

**Notes:**

- Self -

# FEELING SCARED

**Purpose:** Help students learn to express times when and places where they were scared.

Tell the students:

> All of us have had times and have been in places where we were scared. Today, we are going to express times when and places where we were scared by doing a creative art or writing activity. Please listen, follow directions, and participate.

Distribute the art and writing supplies.

Have the students portray what to them is the "scariest thing" or the "scariest place" through artwork or creative writing.

When the activity is complete, have the students share their artistic expressions of fears and then suggest ways to handle them.

After the students are done with the creative art or writing, ask the students to role-play whatever is frightening or worrisome to them.

A student can enact his own feelings during a frightening incident from the past, enact whatever may be frightening him at the present, or let another student play the role of the one being frightened in the same situation.

After the dramatization, ask the other students to share times they had similar feelings or experiences.

**Materials:**

Drawing paper
Drawing supplies
Writing paper

- Self -

# FEELING POSTERS

**Purpose:** Help students learn to demonstrate different feelings through various situations.

Tell the student:

> We are going to make miniposters that show feelings and situations when someone may experience those feelings. There is no one correct time or place to have a certain feeling. It is important to understand that we can choose what feeling we keep inside after we are in a situation. Please listen, follow directions, and participate.

Distribute the poster paper and art supplies.

Ask the students to make a feeling poster that shows feelings and then display the posters.

Discuss the feelings portrayed in the miniposters by asking the following questions:

1. What kinds of feelings are being expressed by people?
2. Explain the reason you think people feel this way?
3. How might these feelings affect others?
4. What might be the needs of the people involved?
5. Explain the reason it is important that we learn about our own behavior and the behaviors of others?

The feeling miniposter may relate to a book or subject being studied.

**Notes:**

**Materials:**

Poster paper
Art supplies

**Notes:**

- Self -

# FEAR OF PERSONAL CHANGE

**Purpose:** Help students learn that it is appropriate to experience fear when they experience personal changes.

Tell the students:

> It is difficult to experience changes in our bodies or when we see our friends changing in ways we have not changed. Today, you are going to have an opportunity to write about those fears. Do not put your name on your papers. We will discuss your fears after you complete your private writing time.

Ask students to begin writing about their own personal fears. Remind the students to leave their names off the paper for privacy.

After the writing is complete, collect the writing papers.

Use the information as the basis of a class discussion about personal fears.

Discuss that some students may want to start a writing journal to continue writing about their personal fears.

**Materials:**

Writing paper
Pencils

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- Self -

# HANDLING WORRIES

**Purpose:** Help students learn about worry and ways to handle worry in different situations.

Tell the students:

> It is important to remember that worry does not help us. Worry can cause us to become very unhappy. We can choose to stop worrying when it starts. Today, we are going to make a worry bird to help us. Please listen, follow directions, and participate.

Distribute the materials needed to make worry birds.

Have the students make their worry birds. To do this, each student will need to find a small rock and paint eyes, a beak, and worry lines on it.

A felt-tipped marker might be a good tool since it is neat and easy to use; however, tempera paints will work as well.

The worry bird can serve as a reminder that worry really does not help.

Students may wish to make one as a gift for someone in their family.

The worry bird may be mounted on a bare stick or piece of wood.

Ask students to determine three ways the worry bird can help them in situations when they begin to worry.

**Notes:**

**Materials:**

Small rocks
Paint or markers

Notes:

- Self -

# STEREOTYPES

**Purpose:** Help students learn ways that feelings, prejudices, and behaviors are related.

Tell the students:

> It is important to understand the way stereotypes and standards have evolved over time. This activity will give us a way to better understand these important issues. Please listen, follow directions, and participate.

Write the following list of colors on the board.

Ask the students to write a word that they relate to each color word.

A. Red
B. Yellow
C. Black
D. Green
E. Blue
F. White

Next, write the following list of adjectives on the board.

Ask the students to match the colors with the adjectives. Ask them to explain the reason the words relate to the colors.

1. Jealous
2. Chinese
3. Chicken
4. Afraid
5. Irish
6. Sad
7. Cold
8. Pure
9. Envious
10. Angry

**Materials:**
None

Follow with a discussion of the ways stereotypes and standards have evolved through time and how they are related to the activity information. It might be interesting to compare their responses with their matches. Include other stereotypes they can think of. Explain ways stereotypes affect the way people respond. How fair or accurate are those stereotypes? Do they respond the same to an individual they know personally? Please explain.

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# MOVEMENT EXPRESSIONS

**Purpose:** Help students learn ways feelings and movement are interconnected.

Write the name of each animal below on a slip of paper:

Cat
Dog
Elephant
Giraffe
Horse
Lion
Monkey

Tell the students:

> We are going to pretend to be different animals. I have written the names of different animals on pieces of paper. I will ask for a volunteer to imitate the animal and describe how the animal feels. The rest of the class will guess the name of the animal based on the movements and the way the volunteer describes the animal's feelings. Please listen, follow directions, and participate.

Ask for seven volunteers and have each volunteer draw one of the slips of paper. Say,

> Without naming the animal, imitate the animal's movements and describe how the animal feels so that the rest of the class can guess which animal you are.

Have the volunteers enact one animal at a time. During each enactment, remind the student that he or she is to describe the feelings that accompany the movement. For example, "I feel big and strong," "I feel tall and shaky," or "I feel quick and sly."

Mention that exaggeration will help to make the movements understood. Encourage efforts.

After all seven animals have been identified, ask the remaining students to think of animals or birds they would like to imitate.

Ask the students:

> What are some of the feelings people express by movements?

**Notes:**

**Materials:**

Slips of paper

**Notes:**

- Self -

# FEELING COMPLETION

**Purpose:** Help students learn about their feelings in different situations.

Duplicate and distribute the Feeling Completion activity sheet.

Ask students to complete the activity sheet to learn more about their feelings in different situations.

1. Sometimes I feel like ______________________________.
2. Times when I wish I didn't have feelings are ______________ ______________________________________________.
3. Something that I really feel sad about is ______________ ______________________________________________.
4. Something that I'm really happy about is ______________ ______________________________________________.
5. Something that I'm really afraid of is ______________ ______________________________________________.
6. Something that I'm really angry about is ______________ ______________________________________________.
7. It would hurt me if ______________________________.
8. I feel strongly about ______________________________.
9. When I want to control my feelings, I ______________ ______________________________________________.
10. If all people felt the way I do, they would ______________ ______________________________________________.

Ask students to share things they learned about themselves from the activity information.

The completed sentences may be used for group discussion, for individual conferences or as topics for drawings, writing paragraphs, or brief stories.

**Materials:**

Activity sheet

- Activity Sheet -

# Feeling Completion

1. Sometimes I feel like ______________________________.

2. Times when I wish I didn't have feelings are _________
______________________________________________.

3. Something that I really feel sad about is ____________
______________________________________________.

4. Something that I'm really happy about is ___________
______________________________________________.

5. Something that I'm really afraid of is ______________
______________________________________________.

6. Something that I'm really angry about is ___________
______________________________________________.

7. It would hurt me if ________________________________.

8. I feel strongly about ______________________________.

9. When I want to control my feelings, I _____________
______________________________________________.

10. If all people felt the way I do, they would __________
______________________________________________.

Notes:

- Self -

# IDEAS FOR FRIENDS

**Purpose:** Help students learn ways to have more and improved friendships.

Tell the students:

> We all want friends. Please listen to the letter I received from a person without friends. Please listen and think of ways we can help this person.

Create a very short letter. Pretend it is from a person who is very lonely and unhappy because he or she does not have friends.

Ask the students to formulate and write a reply that gives the friendless person advice on how to cope with the problem and ways to get a friend.

Ask volunteers to read their letters to the class.

Have a class discussion after each letter to clarify the ideas in the letter.

Ask students to make a class list of ideas based on the ideas from the letters.

**Materials:**

None

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**Notes:**

# VOICE TONE GAME

**Purpose:** Help students learn about feelings and how we show them by our voice tones.

Tell the students:

> We need to learn the ways that people understand our feelings. One way is by the tone of our voice. Today, we will practice with different voice tones. Please listen, follow directions, and participate.

Have a class discussion about feelings and how we show them by the tone of our voice. Give a few examples—sadness, joy, excitement, anger, and so on.

Have the group stand in a circle. Have the students take turns introducing themselves to the group by saying their name three times in three different ways.

Each time a name is stated by a student, the rest of the group repeats the name in the same way it is spoken.

Be sure everyone has a turn.

Let the class describe feelings evoked by each way the name was spoken.

**Materials:**

None

**Notes:**

- Self -

# SENTENCES ABOUT ME

**Purpose:** Help students learn about their feelings in different situations.

Duplicate and distribute the Sentences About Me activity sheet.

Ask students to complete the activity sheet to learn more about their feelings in different situations.

1. One problem that I wish the class would discuss is ________ ____________________________________________.
2. When I have a problem, I usually ____________________.
3. In solving problems, it is most important to ______________ ____________________________________________.
4. One problem that almost everyone has is ______________ ____________________________________________.
5. I think that most problems with other people are caused by ____________________________________________.
6. I think that most problems with our environment are caused by ________________________________________.

Discuss with the class their reasons for choosing their sentence endings.

The open-ended sentences might be used for group discussion, for individual conferences, or as topics for drawings, written paragraphs, or stories.

**Materials:**

Activity sheet

- Activity Sheet -

# Sentences About Me

Complete the following sentences.

1. One problem that I wish the class would discuss is ______________________________________.
2. When I have a problem, I usually ____________ ______________________________________.
3. In solving problems, it is most important to ___ ______________________________________.
4. One problem that almost everyone has is ____ ______________________________________.
5. I think that most problems with other people are caused by________________________________.
6. I think that most problems with our environment are caused by ___________________________ ______________________________________.

**Notes:**

- Self -

# FEELING AWARENESS

**Purpose:** Help students learn information about their feelings and improve their feeling vocabulary.

Duplicate the Feeling Words Cards (see pages 322–331) that you want to teach your students.

Tell the students:

> Today we are going to practice learning and discussing different feeling words. I will give you different feeling words. Then you will need to state a personal experience when you felt that feeling. Please listen and follow directions.

After your class discussion and review of feeling words, ask one student to select a feeling word card. Encourage the student to identify and reflect feelings using the following format:

I feel ______________ because ________________________.

The students then take turns selecting a card and relating a personal experience that had resulted in the feeling on the selected card. Encourage members of the class to identify and reflect feelings using the following format:

I feel ______________ because ________________________.

Follow-up activity: Facial expressions and other body language may be used in a nonverbal expression of feelings. Students may take turns role-playing and guessing the feelings illustrated. Pictures may be drawn on the feeling word card to express the feeling word.

**Materials:**

Feeling Words Cards

# FEELING CHANGE AWARENESS

**Purpose:** Help students increase their awareness of the way they feel at different times.

Write the following example of the feeling timeline on the board.

10:30—Bored
11:00—Bored and hungry
11:30—Hungry, curious, happy, and still a little bored, etc.

Tell the students:

> We are going to practice thinking about the way we feel at different times during the day. Please listen, follow directions, and participate.

Ask the students to get out a piece of paper and a pencil. Ask them if they are usually aware of how they are feeling. Do the following to find out:

1. Every 15 or 30 minutes for the next few hours, stop what you are doing and write down what feeling you are experiencing. Make a list like this:
   10:30—Bored
   11:00—Bored and hungry
   11:30—Hungry, curious, happy, and still a little bored, etc.
2. After you have done this, look back at your list and see what you can say about your feelings. Are they usually like this?
3. How did you feel while doing this project? Explain things you learned or discovered about yourself.
4. Explain things you would do differently tomorrow.
5. Keep an inventory of your feelings over an extended period of time just to see what you find out. If you like, share your findings with others.

**Notes:**

**Materials:**

Paper
Pencil

**Notes:**

- Self -

# THE GROUCH

**Purpose:** Help students learn the effects of critical behavior.

Tell the students:

> During this period, I want you to call me Mr. or Ms. Grouchy because I am going to pretend that I am very grouchy. I will criticize and complain about everything you do and I want you to act irritable in return. We are all going to pretend to be very grouchy and irritable.

This activity can take place during an academic period. Throughout the period, make impatient, critical remarks to your students.

After the activity is over, tell the students that you want to know how they feel right now. Write some feelings on the board and keep a frequency count of student responses.

Example:

Discouraged Miserable Embarrassed Angry

Then discuss these questions:

1. What are some of the things I did that caused you to choose these feelings?
2. Did these feelings spoil our _______________ class today? Please explain.
3. Explain some of the things you might have done if I had continued to be grouchy all day long.
4. Determine which things you might have done are the most helpful.

**Materials:**

None

# FEELINGS OF BEING ALONE

**Purpose:** Help students learn strategies to use and understand their feelings when they are alone.

Tell the students:

> Today, I want to present the concept of being alone. In this activity, we will explore our own feelings about being alone and recall what we do when we are alone. We can select different ways to express our feelings about this topic.

Ask students to express their feelings or tell what they do while alone in one of the following ways:

1. by writing a composition and discussing it with a group
2. by drawing a picture
3. by writing a song
4. by writing a poem
5. by finding a song, poem, or picture that best expresses their feelings and experiences

After the students have expressed how they feel about being alone and what they do when they are alone, you may go further with the following questions:

1. Is it important to be alone?
2. How important is it?
3. When do you like to be alone?
4. Explain the pleasures of being alone.
5. Explain the problems of being alone.

**Notes:**

**Materials:**

None

**Notes:**

- Self -

# LEARNING ABOUT LOVE

**Purpose:** Help students learn about the feeling of love.

Tell the students:

> Love is one of our basic needs. Thus, love is an obvious subject among students of all ages. In this activity, we can write or talk about our own definitions of love.

Proceed as follows:

Ask the students to write or state their definitions of love.

Ask students to share their definitions with the group because:

1. The finished definition is meant to be shared by others.
2. Writing down thoughts gives students a chance to reflect on the ideas and to give the definition considerable thought.

Allow the students to share their thoughts with the group as different definitions are suggested.

Ask students to summarize the ideas generated during this activity.

**Materials:**

None

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- Self -

# PROVOKING CONFLICT

**Purpose:** Help students learn the effect of incorporating things into an argument that they know will create greater conflict.

Tell the students:

> Many situations of conflict are aggravated when people incorporate things into an argument that they know will anger the other person. This activity will help us explore the effect of provocation during a conflict. Please listen, follow directions, and participate.

Ask the students to do one of the following:

1. The students might investigate their own reactions to being provoked. First, the teacher could ask each student to anonymously write down what would increase his or her anger during an argument—for example, names someone calls him or her, frequent taunting, or hurtful written messages. Then the teacher could read some of the papers to see if there are different reactions. The class might also want to discuss the reasons certain things provoke them and how they can handle such things.

2. In this part of the activity, students are encouraged to reflect on how they might provoke others. The teacher could ask each student to write down the names or phrases he or she uses to provoke a family member.

Ask the students to determine the reasons they provoke someone. Do they do it on purpose? Do their provocations cause trouble? Please explain the answers to both questions.

**Notes:**

**Materials:**

None

**Notes:**

- Self -

# FEELINGS MATCH

**Purpose:** Help students learn feelings they choose in different situations.

Tell the students:

> Please draw feeling faces that show the feelings of happiness, sadness, fear, anger, and _______. (You may distribute select feeling word cards from the Feeling Word Cards beginning on page 322 instead.) When I describe different situations, match the feeling face that goes with that situation. Please listen, follow directions, and participate.

Read the following list of situations to the class:

1. A student is new in school.
2. Two friends leave you to go off and play together.
3. Mom and Dad argue.
4. You get a new puppy.
5. Sister or brother helps you with a hard problem.
6. Someone breaks your new game.

Remind the students to relate and match their feeling in that situation before you move to the next situation.

The Feeling Word Cards may be used to generate additional feeling ideas.

Ask the students to discuss their feeling responses to the different situations. Ask the students to compare likenesses and differences of the group responses.

**Materials:**

Optional: Feeling Words Cards

- Self -

# SECURITY PRACTICE

**Purpose:** Help students learn the meanings of security and insecurity.

Tell the students:

> There are times when we all feel secure and times when we feel insecure. This activity will help us have a better understanding of what security and insecurity mean.

Ask for volunteer students to participate in pairs.

Ask one student to close her eyes or use a blindfold and allow her partner to lead her around the room for a short time.

The two may switch roles and repeat the experience.

Following the experience, discuss the following questions:

1. How did you feel when you were being led by your partner? Please explain.
2. How did you feel when you were leading your partner? Please explain.

Discuss that some leaders may allow their partners to run into obstacles. This, of course, will increase feelings of insecurity.

Discuss the reasons some people might allow their partners to run into the obstacles.

Throughout this discussion, use the words *secure* and *insecure* so the students will understand the terms.

**Notes:**

**Materials:**

Blindfold

**Notes:**

- Self -

# HOW DOES ANGER LOOK?

**Purpose:** Help students learn about the ways they look when they are angry.

Tell the students:

> We all get angry sometimes. I wonder if you know the way you look when you get angry. This activity will help you figure it out. Please listen, follow directions, and participate.

Discuss anger with the students.

Make up a story concerning five students and an adult at a playground. The students become involved in an argument over the ball and resort to calling each other names. Jim, the adult, takes pictures of the students as they are fighting and shows them how they looked when they were arguing.

Ask the students to draw, role-play, or videotape how the students would look if they were students in this story.

Ask the students these questions during your discussion:

1. Explain times when you become angry. What do you do about it?
2. What can you do when you feel angry? What can you do besides fight?
3. Explain the way you would look if you were in this story.

**Materials:**

None

- Self -

# FEELING WORDS FLASH

**Purpose:** Help students learn feeling words and help increase their feeling vocabulary.

Students often know how they feel, but they do not know the words to express their feelings. To help them develop their vocabulary in this area, use the Feeling Words Cards beginning on page 322 to make flash cards.

happy
mad
sad
beautiful
angry
worried
important
brave
determined
proud
afraid
joyful
loved
merry
glad
excited
outraged
alone
jealous
lonely
fat
skinny
hurt
ashamed
pleased
upset
unsure
ugly
sure
trusting
trusted
safe
embarrassed

You may find it helpful to use magazine pictures of people to illustrate the words on the flash cards. You could also ask students to draw pictures.

For each flash card, cut out or ask students to draw a variety of illustrations that express that particular feeling.

Students may use their flash cards to practice their feeling vocabulary and state times they experienced that feeling.

**Notes:**

**Materials:**

Feeling Words Cards
Optional: Magazines

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Notes:

- Self -

# THE REASONS I LIKE BEING ME

**Purpose:** Help students learn, emphasize, and share information about themselves.

Tell the students:

> It is important to have an opportunity to share things about ourselves with each other. This activity will help us do that. We are going to write an essay called "The Reasons I Like Being Me." Please listen, follow directions, and participate.

Ask students to get out their paper and pencils.

Ask the students to write an essay entitled "The Reasons I Like Being Me."

This essay will give the students an opportunity to emphasize the things that they like about themselves and a chance to share interesting facts about themselves.

If a student states that he does not like being himself, work with him in attempting to build on strengths and interests.

If the group understands ways to help people who don't like themselves, they might also be able to help the students with low self-concepts. This may be done by building up their self-esteems, by being supportive of their helpful characteristics and strengths, and by helping them change their hurtful behaviors and attitudes.

**Materials:**
Writing paper

A discussion on the difference between bragging and the purpose of this exercise may be helpful. Explain that stating information about oneself involves stating facts, not competing or comparing oneself to others.

- Self -

# BENEFITS FROM DIFFICULTY

**Purpose:** Help students learn to look for the benefits that may come as a result of a difficult situation.

Tell the students:

> Situations are not always as bleak as they seem. Even the most anxious moments have beneficial outcomes. This activity will help us understand more about positive results from difficult situations.

Ask the students to make up happy endings for a variety of anxiety-producing situations.

For example:

> I heard loud, heavy footsteps coming toward my door . . . (It was only my little brother in Dad's shoes.)
>
> My father gave my bike away . . . (I had been given a new one for my birthday.)

Ask the students to volunteer to share other such situations with the class.

**Notes:**

**Materials:**

None

**Notes:**

# RIGHTS AND RESPECT

**Purpose:** Help students learn information and feelings associated with rejection and unfair practices.

Tell the students:

> We are going to experiment with different ways we can treat people and the feelings that may result. Let's divide the students into two groups. One will be Group A and the other Group B. Please listen, follow directions, and participate. We will discuss this experiment after it is complete.

Divide the group into two groups.

Set up an experimental situation in which half of the students (Group A) are not granted the appropriate rights and respect that the other students (Group B) still enjoy.

The next day, reverse the roles so that all students can experience both positions. (Group A becomes Group B and vice versa.)

Follow up with a discussion and comparison of the feelings involved with each role.

Distribute drawing paper and supplies. Ask the students to draw pictures of themselves as members of each group.

**Materials:**

Drawing paper
Drawing supplies

## - Self -

# CHANGING FEELINGS

**Purpose:** Help students learn times when they feel positive and negative about themselves.

Tell the students:

> The point of this activity is to have you express yourself by telling about a time when you felt positive about yourself and a time when you felt negative about yourself. Please listen, follow directions, and participate.

Distribute art supplies to each student.

Give each student three circles of paper of the same size.

Ask them to make a smiling face on one circle and a frowning face on another.

Fold the circles in half straight down the middle. Glue the back of the left side of one face to the back of the right side of the other. Then glue the remaining half of each face to the third circle, which is left blank.

The student now has a flip-face head that can be turned over to show either a smiling or a frowning face.

Ask the students to use the happy–sad face to tell about a time when they were not happy with themselves and a time when they were happy with themselves.

**Notes:**

**Materials:**

Circles of paper
Glue
Drawing supplies

**Notes:**

- Self -

# PORTRAY FEELINGS

**Purpose:** Help students learn ways to portray feelings and strategies for dealing with feelings.

Tell the students:

> It is important to learn different ways to show feelings and to figure out the reason we chose to keep the feeling. Then we can figure out ways of dealing with the feelings in different situations. This activity will help us do that. Please listen, follow directions, and participate.

Construct a bulletin board, booklet, or video using pictures that portray feelings, and then provide accompanying narratives or questions.

Ask students to explain the following in the feeling narrative:

1. what they believe initiated causes for the feeling choice in the picture
2. their strategies for dealing with these feelings

The following methods may be used for the activity:

1. A collection of photographs produced or found in magazines by students, portraying situations that evoke feelings of security and insecurity. Discuss the causes of these feelings and possible alternatives.
2. Videos using artwork by students, magazine pictures, or live situations are appropriate. If pictures are used, narratives or questions may be included with each picture.
3. A collection of student drawings of feeling situations with feeling narratives attached for each picture. Display these drawings and narratives for class discussion.

Select your method and begin by distributing activity supplies for students.

Students could be guided in writing casual questions or narratives to accompany the video or photographs.

**Materials:**

Drawing paper
Drawing supplies
Magazines
Optional: Video equipment

- Self -

# EMOTIONAL CHARGE

**Purpose:** Help students learn the way emotions can affect various observable and measurable body functions.

Tell the students:

> In order for us to understand the way emotions can affect our body, we can learn about lie detectors. I want you to find information about lie detectors and share the information you find with the group. In 1 week, bring your information to share during our class discussion.

Schedule the discussion about lie detectors.

As students share the information, show the students how emotions can affect various observable and measurable body functions.

Include the following questions in the discussion:

1. How do lie detectors work?
2. How do lie detectors know if a person is telling the truth? (Answer: When it records changes in the pulse rate and respiration and other reactions of a person who tells a lie and feels the tensions of fear or guilt.)

Possibly invite a guest speaker to the class to give a talk about or a demonstration of a lie detector.

The class might also discuss the various physical manifestations or emotions related to various situations.

**Notes:**

**Materials:**

Resource information about lie detectors

**Notes:**

- Self -

# WORRY ACTIONS

**Purpose:** Help students learn things that they can do when they are worried.

Tell the students:

> You are going to act out something you did when you were worried. Think about times when you worried so that you can act these out. Please listen, follow directions, and participate.

Ask the students to form a circle.

Select one student at a time to act out a time he or she was worried and what he or she did about it.

Discuss each student performance in depth.

Explore alternatives to the strategies used in the performance.

**Materials:**

None

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- Self -

# BODY REACTION

**Purpose:** Help students learn about their bodies' reactions to different objects and events.

Tell the students:

> Listen carefully to the list of objects and events I am going to read. Picture each thing in your mind and use your body to show whether that object or event helps you relax or become tense.

Read the list slowly, allowing time for students to relax or tense up after each item.

- a soft furry kitten
- a sharp knife
- a soft bed
- a teacher yelling
- losing your shoes
- watching a scary movie
- walking with your best friend
- walking barefoot on a hot sidewalk
- a warm sunny day at the beach
- ice cream
- a final test in math
- spinach
- a loud bang
- a pillow
- books about dogs
- walking barefoot in grass
- daydreaming about a vacation
- other

After reading the list, ask the students,

> What happens to your body when you think of pleasant things? When you think of unpleasant things?

Discuss the experience with the students.

**Notes:**

**Materials:**

None

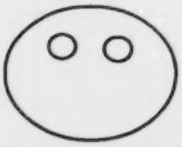
**Notes:**

- Self -

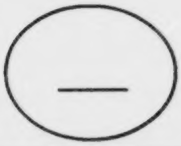
# FACE COMPLETION

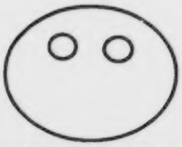
**Purpose:** Help students learn how their feelings show on their faces.

Duplicate and distribute the Face Completion activity sheet. Ask students whether they have ever noticed that their feelings tend to show on their faces. Then ask them to complete the faces on both sides of the sheet to illustrate the feelings expressed by the statements.

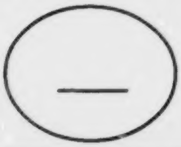


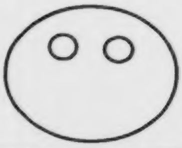
I really like that!
I'm happy!
I'm delighted!



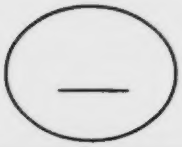


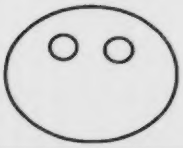
I like that a little.
I feel good.



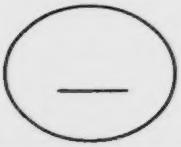


I don't know.
I don't have any
feeling in particular.





I really dislike that!
I hate it!
I feel awful about it!



Discuss how our mouths are usually more expressive than our eyes.

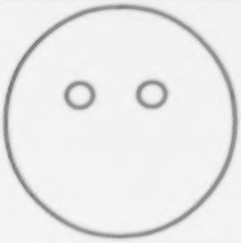
**Materials:**

Activity sheet

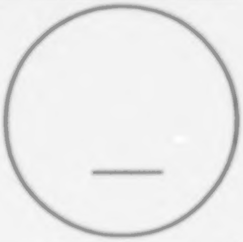
- Activity Sheet -

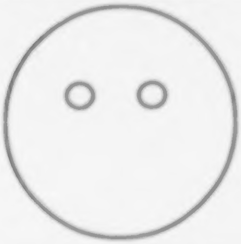
# Face Completion

Complete the faces on both sides of the sheet to illustrate the feelings expressed by the statements.

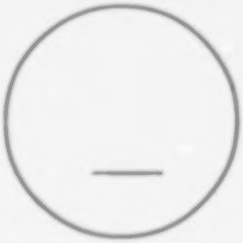


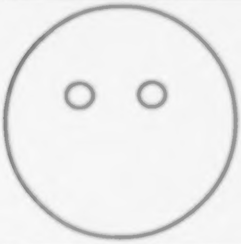
I really like that!
I'm happy!
I'm delighted!



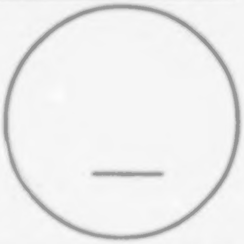


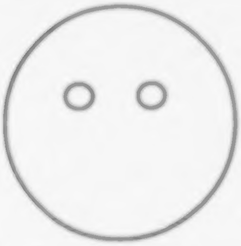
I like that a little.
I feel good.



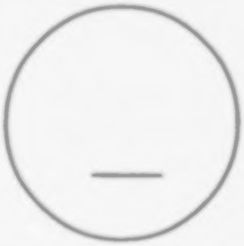


I don't know.
I don't have any
feeling in particular.





I really dislike that!
I hate it!
I feel awful about it!



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**Notes:**

- Self -

# DIFFERENT KINDS OF FEELINGS

**Purpose:** Help students learn to discriminate between different kinds of feelings.

Duplicate and distribute the Different Kinds Of Feelings activity sheet.

Below is a list of words. Some of the words on the activity sheet tell about different kinds of feelings. There are words that tell how we feel inside. There are some that tell how we feel outside our bodies. Some of the words do not tell about feelings at all. They tell about what we do.

Find the words to tell how we feel inside. Put a check by them.

Can you tell what each word in the list means? Circle any you do not know.

afraid
wet
happy
angry
fun
scared
joyful
itchy
excited
play
read
mixed up

There are many words to tell about feelings. Write down any others you know in the space below.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

**Materials:**

Activity sheet

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- Activity Sheet -

# Different Kinds Of Feelings

Below is a list of words. Some of them tell about different kinds of feelings. There are words that tell how we feel inside. There are some that tell how we feel outside our bodies. Some of the words do not tell about feelings at all. They tell about what we do.

Find the words to tell how we feel inside. Put a check by them.

Can you tell what each word in the list means? Circle any you do not know.

afraid
wet
happy
angry
fun
scared
joyful
itchy
excited
play
read
mixed up

There are many words to tell about feelings. Write down any others you know in the space below.

**Notes:**

- Self -

# EXPRESSIONS OF SECURITY AND INSECURITY

**Purpose**: Help students learn ways to express security and insecurity.

Tell the students:

> Today we are going to do an activity that helps us learn more about being secure and insecure. We can practice telling ways to be secure and insecure by finding pictures that show it. Let's find pictures in the magazines that show those feelings and the causes for choosing to have those feelings. Please listen, follow directions, and participate.

Put the project supplies in a place that is accessible for all students.

Students may select magazine pictures that portray feelings of security and insecurity. Then have them identify the causes for these feelings.

Students may also assemble a collage for both secure feelings and insecure feelings.

Students can write or talk about possible reasons for these feelings.

Ask students to determine ways to change the insecure feelings into secure feelings.

Display the student expressions and ask the students to share their ideas for security with other students.

**Materials:**

Magazines
Writing paper
Scissors
Glue

## - Self -

# VOICE TONE COMMUNICATION

**Purpose:** Help students learn how the tone of a voice can change the meaning and feelings behind a word.

Before the lesson begins, list the following words on the board:

**quiet yes no what please hey**

Tell the students:

> You are going to learn more about the way the tone of your voice affects the meanings and feelings you communicate. Please listen, follow directions, and participate.

Explain and model for students how some words can communicate different feelings depending on the speaker's tone. Begin by saying "quiet" in a soft, hushed voice; then say "quiet" in a somewhat louder voice with a questioning inflection. Then use a loud, firm, and commanding "quiet."

Then lead the class in the following choral sequence:

| | | |
|---|---|---|
| yes | yes? | yes! |
| no | no? | no! |
| what | what? | what! |
| please | please? | please! |
| hey | hey? | hey! |

Ask students to think of other words that undergo changes in meaning according to the tone of voice used. Examples:

there
okay
maybe
next
then

Compile a list of these words and ask for volunteers to say them.

Encourage all student efforts.

**Notes:**

**Materials:**

None

**Notes:**

- Self -

# SCRAPBOOK ABOUT YOU

**Purpose:** Help students learn and share more about themselves.

Tell the students:

> Each student in our group is going to make a scrapbook about himself. The scrapbook can help others learn about you. The book might include pictures you draw or paint about your family, a pet, a friend, your house, a favorite game or toy, your room, and so on. Please listen, follow directions, and participate.

Place project supplies where all students have access to them.

Review the directions for making the scrapbook. Students could include something they feel is unique about themselves.

In addition to their drawings, some students may want to bring photographs from home. (Send a note home explaining the project.)

Other students may want to bring magazines to use in making collages.

When the scrapbooks are completed, the students can sit in a circle and show them to each other.

This activity can be repeated later in the year for purposes of comparison.

**Materials:**

Construction paper
Drawing supplies
Optional:
  Magazines
  Photos

- Self -

# TEACHING AND LEARNING

**Purpose:** Help students experience teaching an idea and discovering difficulties.

Tell the students:

> We all benefit from teaching others and learning from others. In this activity, you will have the opportunity to give a 2-minute lecture to the class. Please listen, follow directions, and participate.

Ask the students to prepare a 2-minute lecture for the class. In the lecture, they will teach about something members of the class would not ordinarily know.

Each student might give her lecture in whatever way she chooses in order to get her information across.

The speakers might address the whole class or groups within the class.

Along with the lecture, each student might design a short quiz on her lecture in order to see how well the other students have absorbed her information. (Have the student avoid trivial and trick questions.)

After all the students have given their lectures and reviewed their tests, the class could discuss the results. The teacher might ask the following questions:

> Do you feel you explained your subject as well as you could have?
>
> From the test results, do you feel the class understood what you said? Please explain.
>
> Explain problems you have experienced.

**Notes:**

**Materials:**

None

**Notes:**

- Self -

# NEEDS AND INTERESTS

**Purpose:** Help students learn about their needs and interests.

Duplicate and distribute the Needs and Interests activity sheet. Ask students to complete the following sentences. Encourage students to be honest and thoughtful with their answers. They do not need to put their names on the papers. It would be helpful to indicate their gender on the paper, because this can play an important part in the results. Explain that this activity will help them learn more about their interests, concerns, and so on, so that their experiences together during the year can be more meaningful.

1. I like to ________________________________________.
2. One thing I know about girls/women is ________________.
3. My favorite TV show is ______________________________.
4. One thing I wish I could talk to someone about is ________ ________________________________________________.
5. I wish everyone would ______________________________.
6. One thing I know about boys/men is __________________.
7. I think everyone has the right to ____________________.
8. The greatest place in the whole world is ______________ because ______________________________________.
9. One thing I would like to know about other people is _______ ________________________________________________.
10. Something that is very important to me is ______________.

Discuss the student responses when all are complete, or collect the papers and plan other activities based on the results.

**Materials:**

Activity sheet

- Activity Sheet -

# Needs And Interests

Complete the following sentences.

1. I like to ______________________________________.
2. One thing I know about girls/women is ____________
______________________________________________.
3. My favorite TV show is ________________________.
4. One thing I wish I could talk to someone about is
______________________________________________.
5. I wish everyone would _________________________.
6. One thing I know about boys/men is ______________
______________________________________________.
7. I think everyone has the right to ________________
______________________________________________.
8. The greatest place in the whole world is ___________
because _____________________________________.
9. One thing I would like to know about other people is
______________________________________________.
10. Something that is very important to me is __________
______________________________________________.

**Notes:**

**- Self -**

# INNER EXPLORATION

**Purpose:** Help students learn more about themselves and help them explore ways they have changed.

Duplicate and distribute the Inner Exploration activity sheet. Ask the students to do some "inner exploration" by asking themselves questions.

1. What have you learned to do for yourself that you could not do when you were 6 years old? __________________.
2. Is there anything you can do because you are bigger or stronger than when you were 3 years old? ____________.
3. Have you changed your mind about anything since last year at this time? _________________________________.
4. Are you allowed to do more things now than you used to be able to do? __________________________________.
5. What did you used to think was fun that is not fun anymore? Explain. __________________________________.
6. Your abilities seem to be _____________________________.
7. The skills/abilities you value most are ___________________.
8. When you have a problem, you _________________________.
9. Things you like doing are _____________________________.
10. Things you dislike doing are __________________________.
11. Leisure time could be used for ________________________.
12. Your greatest strength is _____________________________.
13. Your greatest weakness is ___________________________.
14. You are usually sad when ____________________________.
15. You are usually happy when ___________________________.

Discuss the responses after all students have completed the activity sheet, or collect the papers and plan other activities based on the results.

**Materials:**

Activity sheet

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- Activity Sheet -

# Inner Exploration

1. What have you learned to do for yourself that you could not do when you were 6 years old? ______________________________

2. Is there anything you can do because you are bigger or stronger than when you were 3 years old? ______________________________

3. Have you changed your mind about anything since last year at this time? ______________________________

4. Are you allowed to do more things now than you used to be able to do? ______________________________

5. What did you used to think was fun that is not fun anymore? Explain. ______________________________

6. Your abilities seem to be ______________________________.

7. The skills/abilities you value most are ______________________________.

8. When you have a problem, you ______________________________.

9. Things you like doing are ______________________________.

10. Things you dislike doing are ______________________________.

11, Leisure time could be used for ______________________________.

12. Your greatest strength is ______________________________.

13. Your greatest weakness is ______________________________.

14. You are usually sad when ______________________________.

15. You are usually happy when ______________________________.

**Notes:**

- Self -

# WAYS YOU RESPOND

**Purpose:** Help students learn the ways they respond to different statements.

Duplicate and distribute the Ways You Respond activity sheet. Ask students to write down a word or phrase that explains their reaction to each statement (how they would feel or react if this were said to them).

1. I wish you were friendlier.
2. You really make me mad.
3. No! You cannot come over to my house.
4. You're not very good at math, are you?
5. Boy, you sure are loud!
6. Why did you have to say that?
8. You speak very well.
9. You have so many friends.
10. Listen—No one likes a show-off.
11. I'm very jealous of you.
12. I feel that I can really trust you.
13. You sure have a lot of clothes.
14. Come on—laugh!

Ask students to share their responses with the group. Discuss ways responses are different and similar.

**Materials:**
Activity sheet

- Activity Sheet -

# Ways You Respond

Write down a word or phrase that explains your reaction to each statement (how you would feel or react if this were said to you).

1. I wish you were friendlier. ______________________________

2. You really make me mad. ______________________________

3. No! You cannot come over to my house. ____________________

4. You're not very good at math, are you? ____________________

5. Boy, you sure are loud! ______________________________

6. Why did you have to say that? __________________________

8. You speak very well. ______________________________

9. You have so many friends. ____________________________

10. Listen—No one likes a show-off. _______________________

11. I'm very jealous of you. ______________________________

12. I feel that I can really trust you. ______________________

13. You sure have a lot of clothes. _______________________

14. Come on—laugh! ______________________________

**Notes:**

- Self -

# FEELINGS ABOUT YOURSELF

**Purpose:** Help students learn times they like and dislike themselves based on their helpful behavior choices.

This activity is designed to help students become aware that it is normal to both like and dislike themselves. Duplicate and distribute the Feelings About Yourself activity sheet. Ask students to check their answers.

| Like Myself | If I: | Do Not Like Myself |
|---|---|---|
| ____ | Bite someone | ____ |
| ____ | Help my mother | ____ |
| ____ | Am cheerful | ____ |
| ____ | Do something hurtful | ____ |
| ____ | Get in front of the line when it's not my turn | ____ |
| ____ | Help my classmates with something | ____ |
| ____ | Play fairly with everyone | ____ |

Have a class discussion after the students have completed the activity sheet.

**Materials:**

Activity sheet

## - Activity Sheet -

# Feelings About Yourself

Put an X on the line before or after your response.

| Like Myself | If I: | Do Not Like Myself |
|---|---|---|
| ____ | Bite someone | ____ |
| ____ | Help my mother | ____ |
| ____ | Am cheerful | ____ |
| ____ | Do something hurtful | ____ |
| ____ | Get in front of the line when it's not my turn | ____ |
| ____ | Help my classmates with something | ____ |
| ____ | Play fairly with everyone | ____ |

**Notes:**

- Self -

# THE WAVES OF CHANGE

**Purpose:** Help students learn about change and its impact on them.

Tell the students:

> Radio has changed! TV changed it. Portable radio changed it. Boom boxes changed it. Rock and roll changed it. You changed it. Is it changing you? Think about change. Have you changed? Explain what has caused the change.

Discuss the student responses to your questions and comments.

Ask students to think about and answer the following questions:

1. What are the songs on the radio saying?
2. Is the music communicating ideas about love, marriage, dating, sexual activity, drugs?
3. Are you changing as a result?
4. Who is deciding what is important to put into popular music?
5. Explain ways you agree and disagree with their choices.

Students may write a short story or a paragraph in their journals based on the information and feelings they discover.

**Materials:**

None

- Self -

# I CAN – I DO

**Purpose:** Help students learn the meaning of having faith in themselves.

Tell the students:

> What is meant by having faith in yourself? It is important that we learn to have faith in ourselves. Today we are going to learn ways of knowing that you can and do help yourself.

Say to the class:

> Say to yourself, I can and I do. (Have determination when you say it!)

Ask the students to repeat the saying until they feel the statements in their body.

Ask the students to give examples of incidents that illustrate having faith in oneself.

Ask students to explain the way their determination to succeed helped them in each incident.

**Notes:**

**Materials:**

None

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**Notes:**

- Self -

# FRUSTRATING GAMES

**Purpose:** Help students determine helpful ways to handle frustration.

Ask the class to bring in puzzles, games and paper and pencil activities (e.g., mazes) prior to doing the activity, if necessary.

Tell the students:

> Today we are going to play games and do puzzles for fun. Please listen and follow directions as we work together.

Some games and puzzles that students are familiar with can be used to help explain how people feel when a need is not met.

Have enough activities so small groups or individuals can be involved. Give the students the opportunity to do more than one activity.

One approach is to set an unrealistic time limit for solving a puzzle. This will tend to frustrate the class much more than giving unlimited time would.

You might say that nursery school students were able to do the activity in 5 minutes so they "should" be able to do it in 3. If you say this, explain afterwards the reason you used this approach.

Do not to suppress frustrations as they come out during this activity.

Use caution with students who have special emotional and psychological problems.

Ask students to do the following:

1. Discuss what they learned from doing the activity.
2. Determine ways to apply the information to life situations.

**Materials:**

Jigsaw puzzles
Games
Pencil & paper
mazes

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- Self -

# POSITIVE SELF-PICTURES

**Purpose:** Help students learn about their feelings and positive information about themselves.

Tell the students:

> It is important to learn a positive picture of yourself. How do you feel about yourself? This activity can help find the answer. Please listen, follow directions, and participate.

Ask students the following questions:

1. What do you want to learn more about yourself?
2. What do you want to understand more about yourself at home, with friends, and at school?

Discuss with the class the importance of forming a positive self-concept through developing self-understanding and self-acceptance.

Ask the students to determine areas that they want to understand about themselves. Discuss with the class what possible areas may be.

Let the students work with a partner and/or have a private discussion with the teacher if they wish.

The students may develop a plan for self-understanding.

**Notes:**

**Materials:**

None

**Notes:**

- Self -

# MY PHYSICAL SELF

**Purpose:** Help students learn about their physical self-image.

Tell the students:

> We are going to learn about our body self-images in this activity. We will draw ourselves and learn as we go. Please listen, follow directions, and participate.

Proceed as follows:

Illustrate this activity by having a student volunteer.

Stand the volunteer against the wall in front of a piece of chart paper while you trace the outline of his head and neck.

As you are tracing, tell students:

> In this lesson, you are going to assist each other in drawing body outlines. You will trace each arm and hand on a separate piece of paper, the neck and head on another, and each leg and foot on another.

Place the chart paper and crayons in a convenient place and then ask students to choose partners and begin the task.

After the students have finished, have them cut out their outlines and place them on one sheet of chart paper. Have them draw in their torsos, paste on the arms and hands, legs and feet, and head and neck. Have them color in their outlines with their favorite colored clothing.

When this activity is completed, have them add descriptive words in specific areas. For example, dreams they have in the brain area; favorite foods in the mouth; feelings in the heart area; places they go in the leg area, and so on.

Ask students what they learned about their bodies. Ask students to share their projects with the group. Display them to share with others.

**Materials:**

Chart paper
Tape
Drawing supplies
Scissors

184

- Self -

# MAKE A BULLETIN BOARD

**Purpose:** Help students learn more about themselves.

Let each student have a turn making a bulletin board about himself or herself.

Ask the student to bring pictures from home to show his or her interests, likes, family information, or any other materials that will help his or her classmates become more aware of the student as a unique individual.

Students may work with a buddy and assist each other with this project.

**Notes:**

**Materials:**

None

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# DECISION-MAKING
# PROBLEM-SOLVING

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## *Decision Making/ Problem Solving:*

***The ability to make choices from alternatives based on an awareness of consequences.***

***An awareness of character qualities and their relationship to self, others, and family.***

***The ability to learn, determine problems, and apply problem-solving strategies in school and other life situations.***

# SELF-MOTIVATION

**Purpose:** Help students learn self-motivating, helpful behavior.

Tell the students:

> We all experience times when it is difficult to do something. This activity will help us learn ways to help ourselves, even when things are hard to do. Please listen, follow directions, and participate.

Have the students work with the two purposes called helpful and helpless.

Using either puppets or role-playing, have different pairs of students show how they would probably react in the following situations:

1. Teacher asks the students to learn a long poem, saying "Learn as much as you can."
2. On the way to the bus, you see a kindergarten student whose papers are blowing away.
3. Following a heavy snowfall, the driveway is in need of shoveling. It's a long driveway.
4. The teacher gives you words for a spell-down—more than you have time to learn.
5. Mother's Day is coming and you have no money to buy a gift.

After each puppet player role-play, ask the student pairs to determine if their reactions were helpful or helpless.

Discuss the way helpful behavior choices affect the group and students after all pairs have finished.

**Notes:**

**Materials:**

Optional:
Puppets

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**Notes:**

# THE RESULTS OF PLANNING

**Purpose:** Help students learn the importance of planning in order to complete work on time.

Tell the students:

> Sometimes it is difficult to complete our work on time because we do not plan our time in a helpful way. This activity will give us ideas about how to become a better planner. Please listen, follow directions, and participate.

Discuss with the group the importance of planning in order to complete work on time.

Read to the group Aesop's Fable, "The Hare and the Tortoise." Discuss with the class the moral of the story: planners who make hurtful choices run out of time.

Have the students make up other fables or prepare skits about the hare and the tortoise.

Focusing on one of the following tasks, show how the planner who makes helpful choices (tortoise) comes out ahead, while the planner who makes hurtful choices (hare) loses out:

Cleaning rooms
Doing their schoolwork
Weeding the garden
Washing the dishes
Doing a project for a club
Writing a letter
Other

**Materials:**

Aesop's Fable:
The Hare and
the Tortoise

# DO YOUR BEST GAME

**Purpose:** Help students learn the benefits of doing their best.

Tell the students:

> Let's play a game that gives everyone the chance to be a champ. Please listen, follow directions, and participate.

Using letter or number identification or names of students in the class, have one student begin as the champ of an activity.

The others may challenge him or her in this activity (in a race, in stacking books one by one, or whatever is considered challenging).

If the challenger wins, he becomes the champ; however, win or lose, he receives a point for challenging the champ.

If the challenger does win, he receives an additional point for winning. Since there is no point loss for losing, the students will see there are benefits in doing their best.

Discuss the results of the game after the student experiences are complete.

Ask students to explain the way the experiences relate to other school situations.

**Notes:**

**Materials:**

None

**Notes:**

Decision Making
Problem Solving

# REASONS TO GO TO SCHOOL

**Purpose:** Help students learn the benefits of going to school.

Tell the students:

> Let's think about all of the reasons we go to school. If we understand the benefits of going to school, we can do a better job of getting the most from our school time.

Discuss with the class the reasons they go to school. Ask questions like the following:

1. Tell me the reason you think we have schools?
2. What is learning?
3. What kinds of things do you want to learn in school this year?
4. What things did you learn last year?
5. What things did you learn before you came to school?
6. Who has helped you with your learning so far?

During your discussion, point out the following:

1. School is a place where students can continue the learning they have begun at home.
2. What students know and feel in the following areas will help them:
   a. doing some things on their own
   b. getting along with others
   c. being at ease with a teacher who will serve both as a parent and as a tie between current and previous learning
3. This information will help increase understanding of the social needs and expectations of the class.

**Materials:**

None

# TRUST EXPERIENCE

**Purpose:** Help students learn ways to develop trust through experience.

Tell the students:

> Trust is something that helps us in all areas of our life. This activity can help us learn more about ways to give and receive trust because of our behavior choices. Please listen, follow directions, and participate.

Place a number of chairs, desks, or other obstacles in the center of the room. Have students count off by two's and position themselves in pairs on one side of the room.

One student in each pair is to put on a blindfold and remain blindfolded while the partner leads him or her across the room and back.

Have each pair of students do this twice without reversing roles. The first time, the lead student may touch the blindfolded student while guiding him or her past the obstacles. The second time, only verbal guidance may be used. Urge the blindfolded student to trust and depend on the partner for a safe walk. Then have students reverse roles and repeat the procedure.

When the activity is completed, discuss the following questions:

1. Which way of being led was most fun?
2. While blindfolded, were you afraid?
3. Which way of being led required the most trust?
4. Was your partner especially helpful?
5. Who do you trust completely? Please explain.

**Notes:**

**Materials:**

Blindfolds

**Notes:**

## Decision Making - Problem Solving

# STAYING SAFE

**Purpose:** Help students learn strategies to solve problems dealing with safety.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Read the following situation with the group:

Anna was doing her homework on the kitchen table when her 5-year-old brother, Gorge, called to her. "Hey, Anna," he shouted, "come here a minute."

Anna walked to the basement steps and said, "What do you want, Gorge?"

"Want to know a secret? I'll tell you, but you've got to promise not to tell anyone. Want to know? Huh? Do you?"

"Sure, Gorge, I promise," Anna answered.

Gorge struck a match and held it behind a piece of tinted glass. "See! Look how beautiful it is and it's a secret, Anna, my green lamp secret!"

Just at that moment the match fell from his hand and landed on a small pile of paper. The top paper caught fire! Anna quickly put out the flames and said, "I'll have to tell Mom about this if you ever touch matches again!"

"You can't tell. You promised! It's a secret!

"Okay, I won't tell, but don't ever do this again!"

The next day, Anna was helping her mother in the kitchen when she spied her brother sneaking toward the basement with a box of matches.

Think and discuss: What are some things Anna could do? Please explain.

**Materials:**

None

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Notes:

## Decision Making - Problem Solving

# THE MARS EXPRESS

**Purpose:** Help students learn to make choices based on needs and priorities.

Tell the students:

> Today, we are taking a pleasure trip to outer space. Please come along by listening, following directions, and participating.

Ask the entire class to brainstorm the following questions:

> If you could take a trip to Mars, what would you take along? Write all ideas on the board.
>
> Now let's pretend that you are on Mars and a problem develops with your spaceship so that only the pilot can go back to earth. You will be on Mars for a week until another spaceship can pick you up.
>
> The pilot says that you may keep with you only five of the items that you brought. Which five things would you choose to keep?

Encourage students to discuss the importance of each item on the list before choosing the five items they would keep. Assist students if needed.

After the activity, ask students the way this experience relates to areas of their lives that require making decisions.

Discuss student examples with the group.

**Materials:**

None

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**Notes:**

# HELPFUL BEHAVIOR BEGETS HELPFUL BEHAVIOR

**Purpose:** Help students learn the possible consequences of making helpful behavior choices.

Tell the students:

> It is important to think about the consequences before we make choices. This role-playing situation will give us practice learning the way this works. Please listen, follow directions, and participate.

Read the following role-playing situation with the group.

> You are in the store looking at a baseball you really want.
>
> The owner comes over and talks to you. You tell him you have been working in the neighborhood to earn enough money for the ball and need only $2 to have enough money to buy it.
>
> The owner says that since you have worked so hard, he will give you the ball for $10 instead of $12.
>
> When you are leaving the store, you notice that the sidewalk is covered with snow, so you get your shovel and clean the sidewalk for him.

**Materials:**

None

Have the students discuss the consequences of the owner's decision and then their decision. Relate this information to life situations.

# SCHOOL SOLUTIONS

**Purpose:** Help students learn ways of problem solving in school situations.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Discuss with the class what they can do in the following school situations:

1. Because your teacher is sick, you have a substitute. Some of the students are extra noisy and uncooperative. When your substitute can't find the music books and asks for help, no one volunteers. You realize if the students do not quiet down and cooperate, the music lesson will run into your free time.
2. Over the past few weeks, many items have been stolen from the lockers and desks. Everyone begins to blame everyone else and no work gets done in your class.
3. Yesterday, visitors came to watch your class learn the new math. Today, your teacher explains that the visitors were upset because the students were fooling around, arguing, and being careless with their books. You are afraid of what others are going to think of your class.
4. A group of students will be putting on a play tomorrow. One more rehearsal is being held, but two members are missing. You are afraid the whole play may be ruined if they do not rehearse.

Ask students to discuss and summarize ideas generated from this activity. Determine ways of applying the information to life situations.

**Notes:**

**Materials:**

None

**Notes:**

Decision Making
Problem Solving

# THE INFLUENCE OF OTHERS

**Purpose:** Help students learn the influences that others may have on their own choices.

Tell the students:

> How we behave toward people is often dependent on another's judgment of them. (Begin this part of the activity without preliminary explanation to the class.) I wonder who in the class reads poetry the best. Let's find out.

Accept five volunteers or choose five people to read a poem.

Before the reading, privately inform the five volunteers that choices made during the activity are based on a random selection rather than your true feelings.

Name yourself judge and pretend to judge each reading, signifying by your facial expression how well each one reads. Some might merit a smile, others a frown, and others a look somewhere in between. Only two students would rate a big smile and this would be done randomly.

The goal is to see if the members of the class judge for themselves or follow the leader's opinion.

After the reading is completed, ask the students to make their choices about who is the best reader.

Explain to the entire class what has occurred and discuss how their choices may have been influenced.

**Materials:**

Poem

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Decision Making
Problem Solving

# IMPROVING FRIENDSHIP

**Purpose:** Help students learn possible consequences of making helpful choices related to friendships.

Tell the students:

> We are able to learn ways to improve our friendships when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Discuss with the class the qualities—superficial and deep—that are important in a friendship.

Have the members of the class write or tell a story entitled either "What I Like Best About My Best Friend" or "How I Met My Best Friend."

Ask the students not to mention names or sign their names.

The stories can then be read and discussed to identify the qualities found to be most important in friendships.

Ask students to determine ways to use the identified qualities to improve friendships.

**Notes:**

**Materials:**

None

Notes:

Decision Making
Problem Solving

# A DANGEROUS GAME

**Purpose:** Help students learn the possible consequences of making helpful behavior choices.

Tell the students:

> It is important to think about the consequences before we make a choice. This role-playing situation will give us practice learning the way this works. Please listen, follow directions, and participate.

Role-play the following situation:

> You and some of your friends are riding your bikes on a main street.
>
> You decide to play a game.
>
> The game is to ride your bike across the street when cars are coming.
>
> The winner of the game is the one who can come closest to a car.
>
> When it is your turn, you ride in front of a car.
>
> The car goes out of control and hits another car.

Discuss the consequences of the bike rider's decision.

Discuss the application of the ideas to student life situations.

**Materials:**

None

Decision Making
Problem Solving

# POLLUTION CONSEQUENCES

**Purpose:** Help students learn the undesirable consequences of polluting or destroying nature.

Tell the students:

> It is important to think about the consequences before we make a choice. This role-playing situation will give us practice learning the way this works. Please listen, follow directions, and participate.

Have the class role-play the following situations:

1. A person who litters being interviewed and explaining his feelings on TV.
2. A person who does not litter and picks things up that he drops.
3. A stream that is becoming polluted. Have several students pretend to be water, fish, turtles, beavers, and so on and tell how the situation affects them.
4. Air that is polluted. Characters may be birds, students who want to be outside, and so on.

Use your imagination and your students to create other characters and situations. As an alternative activity, have a group of students ask parents and businessmen the reasons they think some factories and other commercial businesses pollute. Have the class consider all sides of the problem. Have a panel decide who has to pay for pollution controls—just the manufacturer, the worker, the public, or a combination of all.

Consider possibilities for service learning projects.

**Notes:**

**Materials:**

None

**Notes:**

Decision Making
Problem Solving

# FINDING SOLUTIONS

**Purpose:** Help students learn ways of choosing to solve problems in various situations.

Listed below are situations that can be offered for discussion, either in small groups or as a class.

What do you think would be the best thing to do if . . .

1. you felt each of your teachers was giving you too much homework?
2. you were marked tardy, but you felt it was not your fault because the city bus was late?
3. students from your school often got into fights with students from another school and you participated?
4. it seemed that during free time most of the time was spent arguing about rules and who did what rather than playing?
5. when you went to a nearby park, other kids sometimes took your bike and rode it without your permission?
6. a friend of yours, a paper carrier, was beaten up by other kids who wanted his money?
7. you had to decide between playing with your sick brother or playing football outside with your friends?
8. you and your brother got into arguments about who needs to feed the pets?

Ask students to determine ways of applying activity ideas to life situations.

**Materials:**

None

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## Decision Making
## Problem Solving

# STUDYING CHOICES

**Purpose:** Help students learn the possible consequences of making helpful behavior choices.

Tell the students:

> It is important to think about the consequences before we make a choice. This role-playing situation will give us practice learning the way this works. Please listen, follow directions, and participate.

Role-play the following situation:

> Your favorite TV program was on last night, so instead of studying for your test you watched TV.
>
> Now you have the test in front of you and you know only a few answers.
>
> The student next to you is almost finished. You can see his paper, so you copy his answers.
>
> Your teacher discovers what you are doing.

Ask students to discuss the consequences of the choices made.

Discuss the application of the ideas to life situations.

**Notes:**

**Materials:**

None

**Notes:**

Decision Making - Problem Solving

# HONESTY CHOICES

**Purpose:** Help students learn the possible consequences of making helpful behavior choices.

Tell the students:

> It is important to think about the consequences before we make a choice. This role-playing situation will give us practice learning the way this works. Please listen, follow directions, and participate

Role-play the following situation:

> Your teacher sent a note home telling your parents that you tore another student's jacket while fighting with him on the playground.
>
> When your parents question you about the note, you lie and say that you did not tear the jacket but that another student who was involved in the fight did.
>
> Your father comes to school and has an argument with your teacher for unjustly accusing you.

Discuss the consequences of these choices.

Ask students to apply the ideas from this activity to other life situations.

**Materials:**

None

203

# A DEADLY MISTAKE

**Purpose:** Help students learn to problem solve and determine possible consequences.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Read the following story to the students:

> Joseph was alone in the house. His mom and dad were at work. His big sister, Camille, was out with her friends. Joseph had called some of his friends, but no one was around. He was just hanging around the house, bored and moody.
>
> He walked into his living room to turn on the TV and saw Whiskers eyeing the noisy parrot, Caesar. Joseph decided to tease the frisky cat. He reached into the cage and took Camille's pet bird, Caesar, out. Holding the parrot firmly in his hands, with just the head sticking out, Joseph poked the bird at Whiskers. Whiskers' eyes widened, his body tightened, ready to spring. Suddenly he took a swipe at the bird with his right paw. Joseph jerked the bird back, but the cat's sharp claws missed the bird and sank into Joseph's hand. Joseph howled in pain and opened his hand. Caesar fluttered his wings once before Whiskers' strong jaws clasped and then broke the bird's neck. Joseph kicked at the cat. Whiskers dropped the bird and knocked over the bird's cage as he ran off. Joseph stared at the dead bird. He frantically thought about what to do.

Ask the student to answer the following questions:

1. What are some different things Joseph could do?
2. What might be the results and consequences of these actions?

## Notes:

## Materials:

None

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**Notes:**

Decision Making - Problem Solving

# HANDLING RESPONSIBILITY

**Purpose:** Help students learn strategies to solve problems dealing with responsibility.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Read the following situation to the group:

> "Kayla, Kayla, where are you? I need you to help me for a minute," shouted Mrs. Sovic to her daughter.
>
> Mrs. Sovic had her arms full of laundry. Her small baby, Jim, was crying loudly and furiously. "Kayla, please hurry! I need you."
>
> Kayla ran into the room. "Oh, Kayla," said her mother. "I have so much to do today. Honey, if you'll watch Jim for me this afternoon, I can get to the store and get the food shopping done. I hate to take up your Saturday afternoon, but . . ."
>
> "Of course, Mother, no problem," Kayla replied, picking up Jim. "You know you can count on me. Jim and I will have fun, won't we?"
>
> After her mother left, Kayla walked out onto the front porch and put Jim into his playpen. Pretty soon Kayla's best friends came down the street. They stopped by to ask Kayla to go swimming with them. She told them that she had promised to baby-sit.
>
> "Oh, come on. We'll only be gone a couple of hours. Why don't you ask your neighbor to watch Jim? She wouldn't mind!" her friends coaxed.

**Materials:**

None

Think about and discuss what would be the most responsible choice Kayla could make? Please explain your reasons.

Decision Making
Problem Solving

# CHOICES AND LEARNING

**Purpose:** Help students learn that the more they know and understand, the more they can do in their choice of activities and learning.

Tell the students:

> This activity helps us know more about ourselves so we can make the best decisions possible. You can practice making decisions and then figure out what that choice tells you about yourself.

Ask the students the following questions:

1. How do you like to use your brain?
2. If you had to do an activity using your brain, which activity would you choose?

Read the following list of activity choices to the students. Ask the students to choose the activity in each list that they can do best.

1. jigsaw puzzles, riddles, pegboard designs
2. read, compute math problems, perform science experiments
3. listen to a story, read the story yourself, have puppets tell the story
4. write a story, tell a story, act out a story

Of the above activities, which would you like to do most?

Discuss the answers with the students. Add other examples as appropriate.

**Notes:**

**Materials:**

None

**Notes:**

# THE REASONS I WOULD WORK

**Purpose:** Help students learn reasons to work and help them prioritize the importance of the reasons.

Duplicate and distribute The Reasons I Would Work activity sheet.

Tell the students:

List the reasons you would work in the order of importance.

_____ housing
_____ food
_____ clothing
_____ transportation
_____ health
_____ luxuries
_____ pride
_____ excitement
_____ expressing ideas
_____ competition
_____ freedom
_____ power
_____ to be liked
_____ respect

Other:

_____ ______________ _____ ________________

Tell the students to use the Creative Corner to draw or express their ideas about their priority choices.

After the students have completed the activity sheet, allow them to compare and give reasons for their choices.

A brief discussion may be helpful to clarify responses.

**Materials:**

Activity sheet

207

- Activity Sheet -

# The Reasons I Would Work

Please number the reasons you would work in the order of importance. Number 1 is the most important. You may add and number other reasons in the spaces marked "Other."

____ housing

____ food

____ clothing

____ transportation

____ health

____ luxuries

____ pride

____ excitement

____ expressing ideas

____ competition

____ freedom

____ power

____ to be liked

____ respect

Other:

____ ______________

____ ______________

### Creative Corner

**Notes:**

# BUYER BEWARE

**Purpose:** Help students learn ways to make helpful choices when purchasing a product.

Tell the students:

> We make choices about what we buy during our entire lifetime. When we purchase something, we base our choice on the information we know about the product. This activity provides practice in learning ways to make helpful choices that can keep us safe.

Ask the group to discuss the following questions:

1. Do advertisers have a responsibility to be honest to the buyer of their products? Please explain.
2. If they do not, how can they organize their advertisements?
3. If advertisers do, what is that responsibility and how does it affect their advertisements?

Encourage all students to give their opinions; opinions may range from feeling that advertisers have no responsibility and that buyers are responsible for themselves, to feeling that the advertisers have a very rigid responsibility to the buyers.

The questions are designed not to produce agreement, but rather to accumulate different viewpoints.

**Materials:**

Newspaper ads
Magazine ads

Ask the students to bring in newspaper or magazine ads that they feel are positive and negative illustrations of their own opinions or to name examples from TV commercials. Ask students to explain their examples to the group and discuss their positions.

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# THE EFFECTS OF DISHONESTY

**Purpose:** Help students learn the hurtful consequences of being dishonest.

Tell the students:

> There are facets of dishonesty that are more subtle than flagrant lying and stealing, yet are no less hurtful. This activity helps us explore the consequences of those facets of dishonesty.

Ask the students:

> How it is possible to be dishonest with the use of the following:

1. money
2. materials
3. one's ability

Ask students to apply these dishonest uses of money, materials, and one's ability to:

1. work situations
2. school situations
3. home situations

Ask students to determine the helpful and hurtful consequences that result from the choice to be dishonest.

**Notes:**

**Materials:**

None

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# MAKING JUDGEMENTS

**Purpose:** Help students learn to evaluate what they hear and see before making judgments.

Tell the students:

> Sometimes it is tempting to make judgments before evaluating all the information. This activity gives us practice learning ways to evaluate information before making a judgment.

Discuss with the class the need to evaluate what they hear and see in order to avoid making unfounded judgments.

Ask the students to do the following:

1. browse through books and magazines to find something fictitious (such as fantasy or exaggerated claims), pictures, or written materials.
2. present what they find in the example with the statement,

   "I challenge this because ______________________________."
3. explain the reasons they find it unbelievable.

Give students who disagree with the reasons presented above the opportunity for a counter challenge if they can produce evidence that the material is, in fact, true.

**Notes:**

**Materials:**

Books
Magazines
Internet ads
Other ad sources

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211

Notes:

## Decision Making Problem Solving

# WHAT ARE THE FACTS?

**Purpose:** Help students learn to determine the difference between fact and assumption.

Tell the students:

> Sometimes judgments are made on the testimony of others. This activity gives us practice in judging whether something is a fact or an assumption. Understanding the difference will help us make better choices.

Read the following situation to the students:

> Juan knows he had a ham sandwich for lunch. It is a fact to him. He told Terri that he had a ham sandwich. She does not know this is a fact, but she assumes that it is true.

The class might discuss the following questions:

> How does Juan know he had a ham sandwich? (The sign in the cafeteria said, "ham sandwich," and it tasted like ham to him.)
>
> Explain the reason Terri assumes he had a ham sandwich. (Juan told her so and she cannot think of a reason he would lie about it.)

Have the students answer the following questions:

1. Explain the reason one case is a fact and other case an assumption.
2. What if Juan weren't sure the meat in the sandwich was ham?
3. Would it still be a fact that he had a ham sandwich?
4. What if Terri had seen Juan eat the sandwich?
5. Would she still be assuming he ate a ham sandwich or would she know it as a fact?

Once the class decides what is meant by fact and assumption, discuss other examples with the group.

**Materials:**

None

212

**Notes:**

## Decision Making - Problem Solving

# WHAT WOULD YOU DO?

**Purpose:** Help students learn to look at their own social characteristics and how they react to a given situation when alone or with other people.

Duplicate and distribute What Would You Do? activity sheet. Ask students to complete the activity sheet by filling in answers that apply to them.

What would you do if you were walking down the sidewalk by yourself and you saw a mud puddle?

_____ A. walk around it
_____ B. stop and go the other way
_____ C. tiptoe through it
_____ D. stop and play in it

What would you do if you were walking down the sidewalk with a group of your friends and you saw a mud puddle?

_____ A. walk around it
_____ B. stop and go the other way
_____ C. tiptoe through it
_____ D. stop and play in it

What would you do if you were walking down the sidewalk with your mother and you saw a mud puddle?

_____ A. walk around it
_____ B. stop and go the other way
_____ C. tiptoe through it
_____ D. stop and play in it

Discuss the responses with the group.

**Materials:**

Activity sheet

## - Activity Sheet -

# What Would You Do?

Fill in the answers that apply to you.

What would you do if you were walking down the sidewalk by yourself and you saw a mud puddle?

____ A. walk around it
____ B. stop and go the other way
____ C. tiptoe through it
____ D. stop and play in it

What would you do if you were walking down the sidewalk with a group of your friends and you saw a mud puddle?

____ A. walk around it
____ B. stop and go the other way
____ C. tiptoe through it
____ D. stop and play in it

What would you do if you were walking down the sidewalk with your mother and you saw a mud puddle?

____ A. walk around it
____ B. stop and go the other way
____ C. tiptoe through it
____ D. stop and play in it

**Notes:**

# LEARNING FROM DECISION MAKERS

**Purpose:** Help students learn the procedures for making decisions that affect their lives.

Tell the students:

> This activity gives us an opportunity to discover the way different people make decisions.

Proceed as follows:

Ask the students to conduct interviews in order to investigate the actual decision-making procedures followed by people who make decisions that affect their lives.

Examples of people you could talk to are as follows:

1. The principal or a school board member could be interviewed about a typical choosing situation; for example, selecting textbooks for their class, hiring teachers, or planning assemblies.
2. The school cafeteria manager or dietitian could be interviewed about meal planning.
3. Parents could be interviewed about buying a car or an appliance.
4. Others such as ________________________________.

Prior to the interview, tell the students to prepare questions to ask. Make sure they include questions that discuss the choices and consequences of each situation.

Ask students to share their interview results with the group.

**Materials:**

None

Notes:

# LEARNING ENVIRONMENT

**Purpose:** Help students learn ways to improve the classroom environment.

Tell the students:

> Sometimes we feel that we belong in a place if we contribute to its care and improvement. You are important to our classroom and school. This activity gives you the chance to make our learning environment more attractive and functional.

Proceed as follows:

Ask the students to undertake the improvement of their classroom in order to make their learning environment more attractive or more functional.

In the planning, they could consider various alternatives against such criteria as:

1. cost
2. effectiveness in meeting their goal
3. their own abilities to carry them out
4. school rules

Ask students to share and evaluate the feasibility of their suggested improvement project.

Have a group discussion to discuss the possible improvement plans.

Ask the group to determine the ideas that can be implemented and the reasons they have been suggested.

**Materials:**

None

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**Notes:**

# COMMUNITY SOLUTIONS

**Purpose:** Help students learn possible consequences of making helpful behavior choices.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Discuss what the students can do in the following community situations:

1. Recently there has been a crime wave. Citizens were going to vote to increase the number of police officers. There was a storm on voting day and many people didn't go to vote; therefore, no more police officers were added to the police force.
2. Your community decided to close the swimming pool at 4:00 to kids under 12. Your friends were angry and threw trash and rocks in the pool after dark. As a result, the pool didn't open until 1:00 because it had to be cleaned and you had even less time to swim.
3. Your friends and you decide that it would be fun to set fire to the porch of an old apartment building. As you make plans, you begin to realize that some of the people who live there could be hurt. The idea doesn't seem funny anymore.
4. There is a retirement home in your community that looks very run down. If its looks are not improved soon, the store owners and people close by may move away.

Discuss various options and determine possible plans of actions.

**Materials:**

None

Decision Making - Problem Solving

# CHEF GOURMET

**Purpose:** Help students learn strategies to solve problems.

Discuss with students the meaning of choosing or making choices. Then present this situation:

Chef Gourmet was underway
Making his favorite original soufflé.

He put in a pinch of this and of that
Expecting to get his remarkable batch.

He mixed and stirred in his typical manner
But got "trouble alert" on his gourmet scanner.

If this doesn't bake and make a big bubble
I'll be embarrassed, ashamed, and in trouble.

If the Fantastic Chef Club hears about a collapse,
They'll think I'm an average Cook from the past!

They may not include me in their big events
Thinking all that I've said is just a pretense.

Maybe I need to start fresh and anew
And carefully watch everything that I do—

I could look in my best recipe book,
To be sure of success, it's worth a look!

I love what I do and want to keep my career.
Being a fine Chef Gourmet brings me joy and great cheer!

—T. R. Radd

Discuss the choices and consequences presented in the poem.

**Notes:**

**Materials:**

None

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**Notes:**

**Decision Making**
**Problem Solving**

# CHOICES IN SPORTS

**Purpose:** Help students learn strategies for problem solving.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Read the following situation to the students.

> Jacob and his friends were playing baseball. Jacob swung at the ball but missed it. The boy who was acting as umpire called him "out." Jacob insisted to the other team that he had nicked the ball, although everyone else had plainly heard and seen that he had not nicked the ball. After a long argument, Jacob refused to accept the umpire's ruling and stayed at the plate.

Ask the students to tell their thoughts about the situation. They can choose one of the following in order to express their thoughts:

1. discuss
2. write
3. draw a picture
4. all three ways

**Materials:**

None

Ask students to include a possible conclusion to the story.

Ask them to emphasize decision making from choices based on the knowledge of consequences.

## Decision Making - Problem Solving

# QUANTITY QUESTIONS

**Purpose:** Help students learn strategies for problem solving.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Read the following to the students.

The class might examine the problems that would occur if . . .

1. their class had twice the students it has now. How would they arrange seating? How would it change reading groups? How could twice the questions be answered? How could questions be asked based on the structure of the classroom and the various problems that could occur?
2. their family had twice as many children as they have now. How would they have to arrange the house? How would they sit in the car? Would they have more or less responsibility?
3. there were twice as many people in their neighborhood. How would it affect parks and places to play sports? How hard would it be to get in to a movie at the theater? How could they all park at the grocery store?

Discuss the various possibilities and solutions for each challenge.

Apply the information to life situations.

**Notes:**

**Materials:**

None

**Notes:**

Decision Making - Problem Solving

# RISKS OF HELPING

**Purpose:** Help students learn strategies for problem solving.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

The following is a situation in which a person needs to make a decision:

> Todd and Sarah lived next door to each other and always walked home from school together. One day as they walked along enjoying the day and each other's company, they heard a strange sound. It came from a long distance and Sarah was the first to hear it.
>
> "Listen, Todd," she said, "It sounds like someone crying for help!"
>
> Todd stopped and listened. They heard the cry again. "I think it came from that alley!" said Todd.
>
> He started to run toward the alley. There on the ground lay a small, thin boy. Standing over him was a tall, heavily built boy. The tall boy was kicking the small boy, who was crying.
>
> "Hey, you, cut it out! Leave that kid alone!" Todd yelled to the boy.
>
> "Beat it, kid! Mind your own business or you'll be next!" called the big boy.

**Materials:**

None

Think and discuss the following:

1. What are some different things Todd could do?
2. What might be the consequences of each choice?

Discuss the ideas with the group.

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## Decision Making - Problem Solving

# BASIC NEEDS

**Purpose:** Help students learn insight into their behavior choices.

Tell the students:

> This is meant to be a fun exercise. At the same time, it will help you understand the basic reasons people act the way they do. Please listen, follow directions, and participate.

Discuss with the students that one of the ways in which people express themselves is through the use of graffiti. Such expression can be a releasing experience for the person and can be used creatively.

Ask the students to write words or phrases on the board or on a sheet of paper to illustrate the basic needs that people using graffiti are working to satisfy. (The more space you can give for graffiti the better.)

Examples of basic needs are food, rest, activity, to feel safe and secure, to feel liked by others, and to feel you can do something important.

Ask students to express their basic needs through creating a graffiti drawing.

When students have finished, ask them to share their drawings and discuss what needs their drawings represent.

**Notes:**

**Materials:**

Optional:
  Drawing paper
  Drawing supplies

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**Notes:**

# WHOSE PROPERTY IS IT?

**Purpose:** Help students learn strategies for problem solving.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Ask the group to review the following case as if they needed to decide what to do.

Read the following situation to the group:

> Daniel finds a new catcher's mitt on the playground.
> Others see him pick it up, but no one knows who the owner is.
> Daniel decides to keep it.
> The next day, Mia walks into the school office and announces the loss of her new catcher's mitt.
> Somebody tells of Daniel's find and he is sent for.
> Daniel insists the mitt belongs to him.
> Mia insists it is her property.

Ask the students the following questions:

1. How can this situation be settled?
2. How does Mia know the mitt is her property?
3. Explain the reason Daniel feels it is his property.
4. What makes something someone's property?
5. Does a person have to prove something is his before regaining it? Please explain.

Discuss the ways these activity ideas can be used in other life situations.

**Materials:**

None

**Decision Making**
**Problem Solving**

# LIFE EXPERIENCE IMPACT

**Purpose:** Help students learn the impact that past experiences have on their goals.

Tell the students:

> This activity will increase our understanding of possible ways that past experiences may affect our decisions. This understanding could help us become better decision makers.

Develop a list of statements of goals or ambitions with the group, such as the following:

1. "I've always wanted to be a millionaire."
2. "I've got to become an astronaut."
3. "We've got to help fight poverty."
4. "I will become the President of the United States."
5. "All I want is to be a doctor."
6. Other

Ask the students to suggest past experiences that might have caused people to have these goals. For example, statement #5 above might have been made by a person whose mom suffered from cancer for years and that person wants to become a doctor because of the memories.

Ask the students to discuss the following:

1. Is it possible that different experiences could create similar goals? (Watching a mother die or winning a first prize for a science project might cause someone to want to be a doctor.)
2. Is it possible that two similar experiences might create different goals? (Being poor may make one feel wealth is important; another, that wealth is unimportant.)
3. Possible applications of the ideas learned from this activity.

**Notes:**

**Materials:**

None

Notes:

# VOTING EXPERIENCE

**Purpose:** Help students learn voting as a strategy when making choices.

Put this chart on the board before beginning the activity:

| Item | Like | Dislike |
|---|---|---|
| chocolate ice cream | ____ | ____ |
| ____________ | ____ | ____ |
| ____________ | ____ | ____ |

Tell the students:

> Voting is one way people make choices. This activity gives us practice in voting as a group. Then we can use voting at other times when a choice involving a group needs to be made.

Select four or five specific items you want the students to vote on. Suggestions for voting items are as follows:

ice cream flavors
kinds of vegetables
breakfast cereals
books
games and sports
seasons of the year
kinds of pets
TV shows

Dictate, one at a time, the different items. Ask the students to vote on each item and add the results to the chart on the board. Ask the students to respond to the selected categories. Discuss the way choices were made in the process.

Ask students to write a short story using the activity responses or to create a short story with the group.

**Materials:**
None

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Decision Making - Problem Solving

# TEST-TAKING SOLUTIONS

**Purpose:** Help students learn strategies for solving problems.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Discuss with the class the meaning of choosing or making choices.

Then present this situation:

> Jill never does her best on a test. She can't seem to get the correct answers. She doesn't have a clue about what she has to do to pass a test.
>
> For example:
> Question: Coriander, salamander:
> One you can plant, the other you can't
>
> Jill needs help to figure that out.
> How do you think she could go about it?

Ask students the following discussion questions:

1. What is Jill's problem?
2. What are her choices on the test question?
3. How would she be able to choose between them? (Know their meaning or guess.)

This may be a written activity, followed by group discussion.

**Notes:**

**Materials:**

None

**Notes:**

# PROBLEM-SOLVING PROCESS

**Purpose:** Help students learn a specific problem-solving process.

Duplicate and distribute the Problem-Solving Process activity sheet.

Discuss with the class the importance of learning how to deal with conflicts within groups.

Explain ways that problem solving may resolve some of the conflicts.

Review the problem-solving process on the activity sheet.

Have a class discussion on a specific problem in the classroom using the problem-solving process. Possible problems could be running in the halls, tardiness, and so on.

Use the following steps to help solve your problem. Problems are really a challenge and an opportunity to grow and learn.

1. Identify the problem.
2. State the problem in a clear, concise sentence.
3. Jot down the facts of the problem and analyze them.
4. List possible alternatives (solutions).
5. Evaluate each of the possible solutions.
6. Select the best solutions.
7. Evaluate later.

Discuss various applications of the problem-solving process with individuals and in group situations.

**Materials:**

Activity sheet

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- Activity Sheet -

# Problem-Solving Process

Use the following steps to help you solve your problem. Your problem is really a challenge and an opportunity to grow and learn. Explain things you learn from this situation.

1. Identify the problem.

2. State the problem in a clear, concise sentence.

3. Jot down the facts of the problem and analyze them.

4. List possible alternatives (solutions).

5. Evaluate each of the possible solutions.

6. Select the best solutions.

7. Evaluate later.

Remember to think of things you learned from this situation.

Notes:

# LEARNING STRATEGIES

**Purpose:** Help students learn strategies and helpful choices that support learning.

Tell the students:

> We want to learn about things we can choose to do that might help us become better learners. One way is by keeping a learning log to use throughout the year.
>
> The purpose of the log is for you to write down your goals and record your progress. As you progress, you can refer back to your goals to evaluate how you're doing.

Duplicate and distribute the Leaning Strategies activity sheet. The three areas on the activity sheet are as follows:

1. **Goals**, which would contain objectives for learning;
2. **Activities**, which would include different activities used to reach a goal; and
3. **Notes**, which would contain the definition questions or comments about the objectives and activities.

The learning log can be kept in a folder that the student can decorate. These folders can be used to contain any materials dealing with learning activities.

Optional: Some students may want to keep their learning strategies activity sheet on a computer file.

**Materials:**

Activity sheet

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- Activity Sheet -

# Learning Strategies

**Date:** ____________________

| Goals | Activities | Notes |
|---|---|---|
| | | |

**Notes:**

# GOALS AND CHARACTER QUALITIES

**Purpose:** Help students learn information about goals and character qualities.

If you plan to use student illustrations, ask students to draw illustrations of different character qualities before beginning this activity.

Tell the students:

> Goals determine which actions we will perform to achieve success and happiness. Character qualities are principles we use to determine which actions are helpful to achieving those goals. This activity helps us learn ways of incorporating character qualities in our choices.

Have a group discussion about goals and character qualities.

Arrange photos, pictures, or student drawings around the room illustrating basic character qualities such as honesty, responsibility, trustworthiness, and determination.

Ask each student to name one quality from the illustrations that he or she would like to develop.

Ask each student to discuss the quality with the class. On what occasions would possessing this quality be helpful?

Ask students to develop a plan of action.

**Materials:**

Optional:
- Drawing paper
- Drawing supplies

# DECIDING WHAT IS IMPORTANT

**Purpose:** Help students learn strategies for problem solving.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Read the following situations. All situations can be adapted to the needs of the group. Students may add additional situations for practice.

1. An employer is being forced to lay off one of his five employees due to financial challenges, although he would like to keep all of them.
2. A student needs to decide how to spend $5, knowing that the $5 will be the only money she will have for the week.
3. A child is allowed to make three wishes, and only one will be fulfilled.
4. A student needs to choose a partner to work with him on a class project so that together they will complete it, learn, and do a great job.
5. A student needs to choose five people to set out on an expedition to settle an uninhabited land so that people who follow will be fairly assured of safety and survival.

Ask students to determine what is important in solving the problems in the situations.

Discuss ideas for solutions with the group after each situation.

**Notes:**

**Materials:**

None

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**Notes:**

Decision Making
Problem Solving

# IMPROVING SCHOOL EXPERIENCES

**Purpose:** Help students learn strategies for improving their school experience.

Tell the students:

> Over a period of time, school experiences may change or remain similar. This activity helps us identify those things we want to change and acknowledge things we want to remain the same.

Ask the students to write down three statements that would describe the following:

1. their past experiences with school or learning in the classroom
2. their present experiences
3. what they hope for from their future experiences

As an addition to the last statement, suggest that the students write about what they feel they could do to bring that future experience about. The statements might be written anonymously.

Ask the students to determine the other students' feelings about their school experiences based on the statement information.

Using their future statements, ask students to set up a future contract as a goal to improve their school experiences.

Ask the students to share their statements with the group, or collect the examples and select a few to read to the group, keeping the student's identity anonymous.

**Materials:**

Paper
Pencil

# HELPING A NEW STUDENT

**Purpose:** Help students learn possible consequences of making helpful behavior choices.

Tell the students:

> It is important to think about the consequences before we make a choice. This role-playing situation will give us practice learning the way this works. Please listen, follow directions, and participate.

Read the following situation to the students.

> There is a new student in your class this morning.
>
> The student looks very afraid.
>
> At break time, you see her standing in a corner alone, so you go over and talk with her.

Ask students to role-play this situation. Have them discuss the consequences of their action.

Discuss possible applications of the information with the group.

**Notes:**

**Materials:**

None

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**Notes:**

Decision Making - Problem Solving

# ATTITUDE INFLUENCE

**Purpose:** Help students learn the possible influence of groups on the attitudes of individuals.

Duplicate the Attitude Influence activity sheet.

Tell the student:

> We are going to compare the results of a private poll and a group poll to demonstrate the extent to which groups may affect the expressed attitudes of individuals.

Distribute the Attitude Influence activity sheet.

Divide the group into pairs. Ask students to give the polling questions on the Attitude activity sheet to their partners, keeping their partner's identity anonymous. Collect the anonymous polling responses from the group.

1. What famous person would you most like to be?
2. What is your favorite food?
3. If you could live anywhere in the world, where would you live?
4. What is the easiest school subject?
5. If you could have one magic power, what would it be?

Using the same questions, give a group poll unexpectedly to the same group who responded in the individual poll. This time the students answer the questions together as a class.

Discuss and compare group and individual results.

Discuss the way groups may affect the expressed attitudes of individuals.

Determine ways this information can be helpful or hurtful.

**Materials:**

Activity sheet

- Activity Sheet -

# Attitude Influence

1. What famous person would you most like to be?

   ______________________________________________

2. What is your favorite food? ____________________________

3. If you could live anywhere in the world, where would you live?______________________________________

4. What is the easiest school subject?______________________

5. If you could have one magic power, what would it be?

   ______________________________________________

**Notes:**

Decision Making - Problem Solving

# HELPFUL AND HURTFUL CONSEQUENCES

**Purpose:** Help students learn the possible consequences of making helpful behavior choices.

Discuss with the class the idea that much of life consists of living with the helpful and hurtful consequences of one's behavior.

Duplicate and distribute the Helpful and Hurtful Consequences activity sheet.

Ask students to complete the activity sheet. State one possible short-range consequence and one possible long-range consequence of each situation.

1. being careless with paint
2. being careful with expensive tools
3. showing off on a bike
4. coming home on time
5. volunteering to help with chores
6. whining or demanding to have your way
7. offering to help a student who is new to your school
8. returning money you found on the street
9. cheating on an exam

Ask students to determine ways they can increase the number of helpful consequences.

**Materials:**

Activity sheet

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## - Activity Sheet -

# Helpful and Hurtful Consequences

Complete the activity sheet by writing one possible short-range consequence and one possible long-range consequence of each situation.

1. **being careless with paint**
   short-range consequence
   long-range consequence

2. **being careful with expensive tools**
   short-range consequence
   long-range consequence

3. **showing off on a bike**
   short-range consequence
   long-range consequence

4. **coming home on time**
   short-range consequence
   long-range consequence

5. **volunteering to help with chores**
   short-range consequence
   long-range consequence

6. **whining or demanding to have your way**
   short-range consequence
   long-range consequence

7. **offering to help a student who is new to your school**
   short-range consequence
   long-range consequence

8. **returning money you found on the street**
   short-range consequence
   long-range consequence

9. **cheating on an exam**
   short-range consequence
   long-range consequence

**Notes:**

## Decision Making
## Problem Solving

# DECISIONS ABOUT YOU

**Purpose:** Help students learn to develop respect for individual differences and for awareness of feelings in themselves and others. Help students to increase their positive self-images.

Tell the students:

> We all learn more about ourselves by the choices we make. This activity will help use to know and understand ourselves better. Please listen, follow directions, and participate.

Follow these procedures:

1. Distribute half sheets of construction paper to the students.
2. Ask students to complete each part after explaining each area (see below) in sufficient detail. You may need to sketch this diagram on the board.
3. Ask students to share name tags, verbally, with a partner.
4. Optional: Ask students to walk around the room and share.
5. Ask students to share name tags in groups.
6. Ask students to pin on the name tag and wear it home for a family discussion.

| | |
|---|---|
| Color to show my<br>"right now feeling" | 1. My<br>2. 3 best<br>3. qualities |
| Name | |
| 1. 3 things<br>2. I do<br>3. well | A picture of<br>my favorite<br>daydream |

**Materials:**

1/2 sheets of construction paper
Drawing supplies
Pins

# CHARACTER QUALITIES

**Purpose:** Help students learn the benefits of developing character qualities.

You may want to ask students to bring in selected popular music before beginning this activity.

Tell the students:

> This activity will help us learn more about the need for basic character qualities as we go about our daily lives.

Play selected popular songs with the group. You may include select songs contributed by the group. Discuss popular songs and lyrics.

Discuss with the group the need for basic character qualities in one's personal life and in society today. Character qualities include, but are not limited to, honesty, trustworthiness, responsibility, and respect.

Divide the class into small groups. Have each group make up a lyric to fit a popular song that describes a specific basic character quality needed in society today.

Each group takes a turn singing the songs and lyrics to the rest of the group.

**Notes:**

**Materials:**

Selected popular songs
Musical equipment

**Notes:**

Decision Making
Problem Solving

# DEBATE EXPERIENCE

**Purpose:** Help students learn strategies for problem solving.

Tell the students:

Debating is one strategy that is used to help solve problems.
This activity gives us an opportunity to practice debating.

Let the students have a debate on the issue of the roles of men and women. One side might defend the position that men and women each have their own place in the world, their own roles to play. (This side would feel that no changes are needed.)

The other side would take the position that the only difference between men and women is physical and that no other distinction is to be made. (This side would feel that things are wrong and need to be changed.)

Select a date, assign student roles for the debate, and ask the students to begin researching their positions.

Questions that might be debated include the following:

1. Are men and women equally entitled to all jobs?
2. Is a woman expected to be primarily responsible for the household because she is the mother of a child and/or children?
3. Is the man always expected to be the head of the household and provide the income for his family?
4. If both the man and the woman work, what are their respective rights and responsibilities?
5. What are equal rights for men and women?
6. Do women have equal rights? If not, explain.
7. Could there be any changes needed? What?

This format may be used to debate and problem solve other issues determined to be appropriate.

**Materials:**

Resources for research information

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Decision Making - Problem Solving

# CHOICES ABOUT NATURE

**Purpose:** Help students learn the possible consequences of making helpful behavior choices.

Tell the students:

> We are going to go on a nature walk outdoors. On our walk, we need to pay attention to the choices we can make in order to care for things in nature.

Make arrangements for your nature walk. If your school is situated so that a trip outdoors will not be a pleasant experience with nature, arrange for the class to take a trip to a park or some other recreation area. You may want to take a picnic lunch.

Prepare the students for their trip by asking them to enjoy nature, using their senses, that is, seeing the beauty, smelling the flowers, touching the moss/ grass, hearing the birds, feeling the sun on their skin, and so on.

Upon returning, ask students to draw pictures and express what they enjoyed most from the experience (the birds, trees, flowers, etc.).

Allow them to share their pictures.

Discuss the consequences of man's behavior when he maintains or upsets the balance of nature. You might discuss the consequences of pollution.

**Notes:**

**Materials:**

Drawing paper
Drawing supplies

**Notes:**

Decision Making
Problem Solving

# LEARNING FROM CONFLICTS

**Purpose:** Help students learn strategies for problem solving in relation to conflict.

Tell the students:

> We are going to illustrate some causes of conflict between whole nations, as well as between individuals, so that we can learn ways of solving problems in relation to conflict.

Divide the class into two groups and select one war from history to study.

Ask each group to select a group name.

After selecting one war from history, members of both groups need to prepare themselves by researching the immediate causes of that war.

Ask one group to take a "pro-war" position and the other group an "anti-war" position.

During the game, groups can take turns making points on the reasons this war was fought.

After both groups have exhausted their reasons, the rest of the class can vote on which position they agree with.

The following questions might be brought out:

1. Do you think the war was necessary?
2. Could there have been an alternative solution?

If the students' decisions about the war were influenced by its aftermath, ask students if they would decide differently about the war without knowing its consequences.

**Materials:**

Resource materials

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Notes:

- Decision Making -
Problem Solving

# WHAT TO DO?

**Purpose:** Help students learn strategies for solving problems.

Tell the students:

> Some people tell us to deal with problems. They say we need to keep working and not give up. They want us to be active and constructive, but what do we do when there seems to be nothing to do?

Read the situation below to the students:

> Mrs. Dennis felt that there was nothing she could do. Nobody would give her any money and she could not get a job. She had run out of ideas, friends, and energy.

Ask students the following questions:

1. Can you see how Mrs. Dennis could feel that there was nothing she could do?
2. Might you feel differently if you were in the situation?
3. Can you think of a time when you felt that there was nothing you could do? Tell about it. Did you "grin and bear it"? If not, what did you do?
4. Do you believe that sometimes there is nothing that can be done?
5. What might you say to a person in such situations?

Discuss ways their ideas can be applied to student life situations.

**Materials:**

None

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# NEIGHBORHOOD SOLUTIONS

**Notes:**

**Purpose:** Help students learn possible consequences of helpful behavior choices.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Discuss what the students can do in the following neighborhood situations:

1. Your neighbor was rushed to the hospital 4 days ago. Newspapers are now scattered on the porch, the grass needs to be cut, and the trash needs to be put away. You realize anyone can tell that no one is home and might break into the house.
2. A family from another country moves into your neighborhood. Their only child is your age. He wants to make friends with you and your pals, but no one pays attention to him. He gets lonely and begins to make friends with the younger children in the neighborhood.
3. An elderly lady in the neighborhood had an operation that left her unable to work. She asked people to take care of the things she was unable to do, such as taking out the garbage. People neglected to help her. Unguarded garbage began to attract rats. People became alarmed.
4. You received a baseball and a baseball bat for your birthday. You formed a baseball team with your friends, thinking they would make you captain. They didn't, so you quit the team. Your friends stopped coming around.

Discuss ways their ideas may be applied to student life situations.

**Materials:**

None

Notes:

Decision Making
Problem Solving

# EDUCATING THROUGH COMMERCIALS

**Purpose:** Help students learn to apply appropriate problem-solving strategies in order to communicate their positions.

Tell the students:

> After studying information, you are going to convince others of the facts you have learned by writing a TV commercial. This commercial is to convince others that health habits or safe ecological practices are desirable. (A different topic that supports current learning projects may be selected.)

Brainstorm a list of ecological or health concerns related to information the group is studying (or from a selected topic).

Divide the group into small groups.

Ask student groups to write and produce a commercial that educates people about their concerns regarding the selected topic.

Arrange times when the student groups may present their commercials.

Discuss various applications for the commercials and the information.

Explore the possibility of incorporating the commercials with service learning projects.

**Materials:**

None

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**Notes:**

# QUALITIES AND YOUR FUTURE

**Purpose:** Help students learn information about themselves that may influence their future decisions.

Duplicate and distribute the Qualities and Your Future activity sheet.

Have the students go through the qualities below and mark "1" by the quality most important to them, "2" by the next important, and so on, marking "12" by the quality that is least important to them.

_____ Powerful: You have control over others.
_____ Skillful: You are an expert in some area.
_____ Famous: You are very well known.
_____ Good: You are known as kind, good, and generous.
_____ Helpful: You are helpful to others or to the world in important ways.
_____ Attractive: Others like your looks.
_____ Pleased: You have a lot of fun and many good times.
_____ Free: You are not restricted from doing what you want.
_____ Peaceful: You have inner peace and contentment; you are not anxious in any way.
_____ Wise: You have deep and broad knowledge.
_____ Loved: You are deeply loved and cared for.
_____ Healthy: You are sound in body and free from physical disease or pain.

Imagine a person who is very much like your first four choices. What does he or she like to do? What plans does he or she have for the future? On the back of the activity sheet, write things you might do to help you become what you wish to become.

**Materials:**

Activity sheet

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## - Activity Sheet -

# Qualities and Your Future

Mark "1" by the quality that is most important to you, "2" by the next most important quality and so on marking "12" by the quality that is least important to you.

_____ Powerful: You have control over others.

_____ Skillful: You are an expert in some area.

_____ Famous: You are very well known.

_____ Good: You are known as kind, good, and generous.

_____ Helpful: You are helpful to others or to the world in important ways.

_____ Attractive: Others like your looks.

_____ Pleased: You have a lot of fun and many good times.

_____ Free: You are not restricted from doing what you want.

_____ Peaceful: You have inner peace and contentment; you are not anxious in any way.

_____ Wise: You have deep and broad knowledge.

_____ Loved: You are deeply loved and cared for.

_____ Healthy: You are sound in body and free from physical disease or pain.

Imagine a person who is very much like your first four choices.

What does he or she like to do?

What plans does he or she have for the future?

On the back of this sheet, write things you might do to help you become what you wish to become.

**Notes:**

## Decision Making
## Problem Solving

# TIME ASSESSMENT

**Purpose:** Help students learn the possible consequences of making helpful behavior choices.

Tell the students:

> The amount of time you spend on an activity indicates the importance you placed on it. This activity will help you learn more about your choices regarding time.

Ask the students to keep a journal of 1 week's activities, broken down into half-hour segments. In each half-hour block, students would record what happens in their lives.

Ask the students to analyze their completed journals with these and similar questions:

1. Am I pleased with the way I spend my time?
2. What proportion of time was used for things I think are important?
3. What proportion of time was used for things I think are not important.
4. What three choices did I make this week regarding the use of my time?
5. What was the high point of my week?
6. When I am older, will I be proud of how I used this week?

Discuss various applications of the findings to student life situations.

**Materials:**

Folder or notebook for journal
Writing paper

**Notes:**

## Decision Making - Problem Solving

# HONESTY CHOICES

**Purpose:** Help students learn possible consequences of making helpful choices.

Tell the students:

> It is important to think about the consequences before we make choices. This role-playing situation will give us practice learning the way this works. Please listen, follow directions, and participate.

Explain to the group that the practice of "finders keepers" is often a rationalization for dishonesty.

Have the students role-play or write conclusions for the following story:

> Susan brought a coin purse to school. The purse was shaped like a little shoe. Right away, Gwen saw it and wanted it. Later in the day, Gwen found the purse where Susan had apparently dropped it on the floor of the restroom. She knew that she could keep it without Susan finding out, so she hid it in her pocket. During the day, Gwen examined the purse several times while she decided whether to give it back or keep it. At the end of the day, Gwen put the purse in her desk and forgot about it while looking for a book. The teacher found it and asked Gwen where she had gotten the purse.

Discuss the implications of the various endings.

**Materials:**

*None*

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**Notes:**

# LEARNING ABOUT WORRY

**Purpose:** Help students learn the possible consequences of worrying.

Tell the students:

> It is important to be flexible–that is, to change what can be changed and accept what cannot be changed. This activity will help us see ways that flexibility applies to worrying.

Divide the class into two groups, the Doers and the Worriers.

The leader starts by stating a hypothetical plan, such as "Tomorrow we are going on a trip to a musical program."

The first student in the Worrier group suggests something that might happen to spoil the trip, such as a flat tire. The first student on the Doer group makes a decision. If the worry expressed by the opposition can be overcome, the student suggests a solution (e.g., changing the tire and going anyway.) If the worry is about something that cannot be changed, such as getting sick, the student suggests an alternate activity (e.g., staying home and listening to music.)

If the student cannot make a decision, the student can ask the group for input. Any decision scores a point for the Doer group. If the Doer group cannot make a decision, the Worrier group scores a point. The second student on the Worrier group goes on to suggest another problem, and so on, until all students have had turns.

**Materials:**

None

The group with the most points wins. Discuss the way working as a group was helpful.

Ask students to determine ways of applying the activity information to other life situations.

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# WHAT'S YOUR ALTERNATE?

**Purpose:** Help students learn strategies for determining alternative forms of behavior.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Have the students give alternative forms of behavior for the following situations:

1. Picking flowers on a picnic.
   Alternatives you might include in the discussion are as follows:
   - Appreciating their beauty through sight and smell while they are still in the park
   - Drawing a picture to remember the flower
   - Planting flowers in a garden or window box to be enjoyed at home
   - Taking a picture of the flowers.

2. Burning trash in the backyard.
   Alternatives you might include in the discussion are as follows:
   - Selling usable things at a garage sale
   - Giving usable things to charity
   - Having trash picked up by the appropriate people so it can be disposed of properly.

3. Neglecting a campfire.
   Alternatives you might include in the discussion are as follows:
   - Separating coals
   - Burying fire with dirt
   - Keeping the fire area clear of wood and paper.

Discuss ways the ideas may be applied to student life situations

**Notes:**

**Materials:**

None

Notes:

# FEELINGS OF IMPORTANCE AND BEHAVIOR

**Purpose:** Help students learn about the relationship between the way they feel about their importance and their behavior.

Tell the students:

> One of our basic needs is the need to feel important. This activity gives us practice at determining times when we feel important and times when we may not feel important.

Ask the students to think about this statement, which you would write on the board:

> I feel important when . . .

The students are to finish this statement in any way they want, with as many ideas as they have. After they finish, ask the students to finish the following statement:

> I do not feel important when . . .

Ask for volunteers to share what they have written. As they share, put their main ideas on the board in front of the class. Ask the students to do the following:

1. Share the times they feel important.
2. Share the times they do not feel important.
3. What are the reasons they feel important and do not feel important at those times.
4. Give examples of the way they act when they feel important or do not feel important.

Remind the students that they ARE important, even when they do not feel that way. They are important regardless of their behavior choices.

**Materials:**

None

Notes:

Decision Making
Problem Solving

# DECISION SIMILARITIES AND DIFFERENCES

**Purpose:** Help students learn the possible consequences of making helpful choices.

This activity requires two meeting times.

Tell the students:

> When you make a complicated choice, it is important to use a decision-making process to determine the best choice. This activity gives you practice by discussing and comparing your list of choices with your parents' list.
>
> Make a list of actions that you consider always wrong. Remember, **always** wrong.
>
> This evening have your parents make a list (Don't show them yours yet.) and bring the list back at an appointed time.

At the appointed time, ask students to compare their lists with their parents' lists. Discuss the similarities and differences of the responses.

Discuss the difficulties that may result from the differences and similarities.

Discuss these questions and determine application of the ideas to life situations.

**Materials:**

None

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**Notes:**

**- Decision Making -**
**Problem Solving**

# CHOICES ABOUT THE ENVIRONMENT

**Purpose:** Help students learn strategies for problem solving.

Duplicate and distribute the Choices About The Environment activity sheet.

Have students complete the checklists with the help of their families. The students are to read each statement and check "Yes" or "No." When the papers are returned, discuss each statement. Have the students decide whether or not they will be able to change any of their "No" answers to "Yes."

Name____________________ Date ______________

We recycle bottles. (Yes or No)

We respect property by treating public plants with care. (Yes or No)

We use recycled grocery bags. (Yes or No)

We save aluminum cans to recycle. (Yes or No)

We use recycled paper products. (Yes or No)

We remember to turn off lights. (Yes or No)

We save water by turning it off when brushing our teeth. (Yes or No)

We leave a place clean and in order. (Yes or No)

We save newspapers to recycle. (Yes or No)

We keep our car in good working order. (Yes or No)

We respect others by controlling our noise level in public. (Yes or No)

**Materials:**

Activity sheet

## - Activity Sheet -

# Choices About The Environment

Complete the checklist with the help of your family. Read each statement and check "Yes" or "No."

Name________________________ Date _________________

| | Yes | No |
|---|---|---|
| We recycle bottles. | ☐ | ☐ |
| We respect property by treating public plants with care. | ☐ | ☐ |
| We use recycled grocery bags. | ☐ | ☐ |
| We save aluminum cans to recycle. | ☐ | ☐ |
| We use recycled paper products. | ☐ | ☐ |
| We remember to turn off lights. | ☐ | ☐ |
| We save water by turning it off when brushing our teeth. | ☐ | ☐ |
| We leave a place clean and in order. | ☐ | ☐ |
| We save newspapers to recycle. | ☐ | ☐ |
| We keep our car in good working order. | ☐ | ☐ |
| We respect others by controlling our noise level in public. | ☐ | ☐ |

**Notes:**

# UNEXPECTED CONSEQUENCES

**Purpose:** Help students learn the possible consequences of making helpful choices.

Tell the students:

> It is important to think about the consequences before we make a choice. This role-playing situation will give us practice learning the way this works. Please listen, follow directions, and participate.

Role-play the following situation:

> You are in a large, crowded department store with a couple of your friends, and you decide to play a joke.
>
> You see a fire alarm in a corner and decide to pull it down.
>
> Everyone in the store hears the fire alarm and thinks there is a real fire.
>
> In her rush to escape from the fire, an older woman has a heart attack.

Ask students to discuss the consequences of the situation.

Ask students to apply the ideas to other life situations

**Materials:**

None

# SUPER BEINGS

**Purpose:** Help students learn the possible consequences of making helpful choices.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Ask the students to forget the real world and dream up a super being.

Have students write a short story that shows this character faced with many alternatives to a choice that needs to be made. The super being comes through and makes choices that are included in the story.

The student could also be asked to have his character explain what he or she based the story decisions on.

This open-ended approach allows the student to express his or her own feelings and possible problems in an indirect way.

Ask students to share their stories with the group.

**Notes:**

**Materials:**

None

BEST COPY AVAILABLE

**Notes:**

- Decision Making -
Problem Solving

# HITTING YOUR MARK

**Purpose:** Help students learn strategies for problem solving.

Duplicate and distribute the Hitting Your Mark activity sheet.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Direct the class to list several alternatives that could be used to solve a specific problem. For each alternative, indicate all the people who might be affected and in what ways.

Have each student choose one alternative and illustrate the decision-making effects of that alternative by using a bull's eye target. Write the alternative decision in the center of the bull's eye and the people who are affected by that choice in the concentric circles.

Discuss these targets with the class.

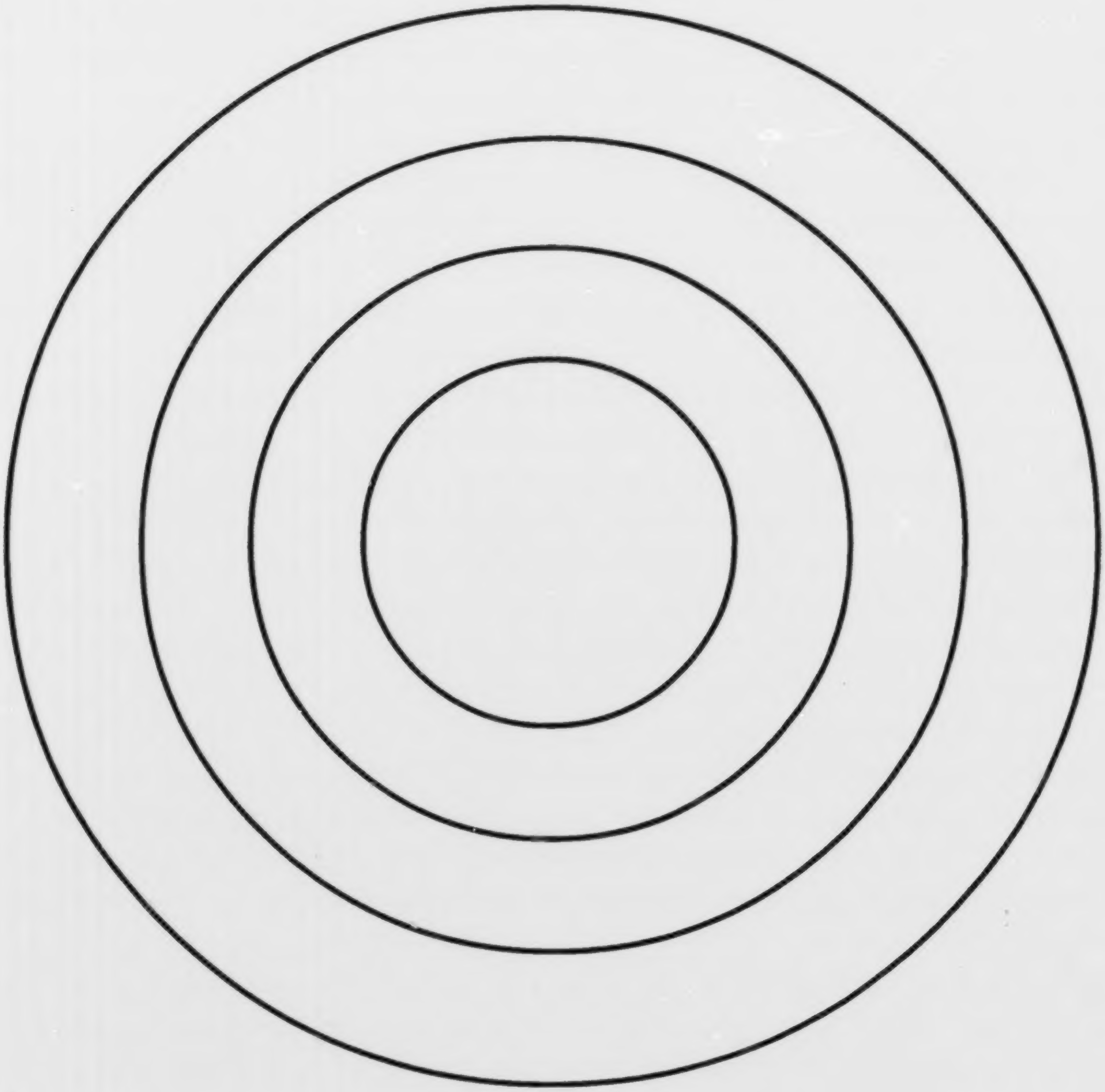
Optional: The bull's eye target may be used with the problem in the center and alternative solutions in the concentric circles.

**Materials:**

Activity sheet

- Activity Sheet -

# Hitting Your Mark



**Notes:**

## Decision Making
## Problem Solving

# BEST OR WORST?

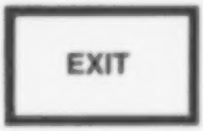
**Purpose:** Help students learn strategies for problem solving.

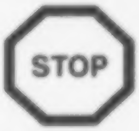
Duplicate and distribute the Best or Worst activity sheet.

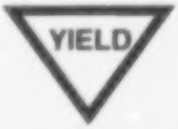
Have the students circle the best number and X out the worst number.

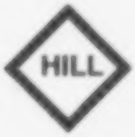
1 2 3 4 5

Have the students circle the best road sign and X out the worst road sign.









Explain ways to determine the best answer. Discuss the following questions:

1. What is really the best?
2. What is really the worst?
3. Where can you find the answers to what is best and what is worst?
4. Make a list of ways to determine the best and worst for you.

Discuss ways the students can use the information from this activity to solve problems that may occur between people.

Allow students to use the Creative Corner to draw or express their thoughts and examples.

**Materials:**

Activity sheet
Optional:
Drawing supplies

BEST COPY AVAILABLE

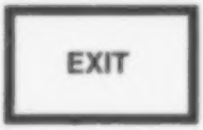
- Activity Sheet -

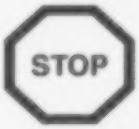
# Best or Worst?

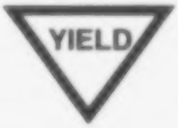
Circle the best number and × out the worst number.

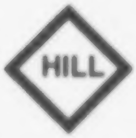
1 2 3 4 5

Circle the best road sign and × out the worst road sign.









Creative
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**Notes:**

## Decision Making
## Problem Solving

# WHAT ARE YOUR ALTERNATIVES?

**Purpose:** Help students learn to make choices by choosing between alternatives.

Tell the students:

> We are able to learn ways to make decisions when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Ask students if they would rather do the following:

- go to the mountains or to the seashore?
- play basketball or baseball?
- be an astronaut or an aquanaut?
- wash the dishes or baby-sit?
- watch a parade or an auto race?
- eat a candy bar or an ice cream cone?

To give a game-like quality to the activity, let the students indicate their preferences by walking to one side of the room or the other as you ask the questions. For example, you point to one side as you mention mountains and the other side as you mention seashore. As you read another set, students either stay or cross the room, depending on their choice. Someone can keep score on a board or chart similar to the following:

**Materials:**

None

| Item | Number | Item | Number |
|---|---|---|---|
| Mountains | ______ | Seashore | ______ |
| ______ | ______ | ______ | ______ |
| ______ | ______ | ______ | ______ |

Discuss the different choices students made and the way students determined their choices.

Decision Making
Problem Solving

# WHAT WOULD YOU DO?

**Purpose:** Help students learn strategies for problem solving.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Use the following as topics for group discussion, role-play, drawings, or stories. The question "What would you do?" might be asked after each example.

1. What if someone offered you a piece of your favorite candy and you knew it would cause cavities?
2. What if someone offered you a cigarette?
3. What if your mother or father smoked and you felt it was bad for their health?
4. What if you hadn't prepared for a test that was just being passed out?
5. What if you saw someone cheating?
6. What if you saw someone shoplifting?
7. What if you knew someone who sold marijuana?
8. What if a friend made a mess at your home and did not clean it up?
9. What if you broke something at someone's home and no one knew who did it?
10. What if you were in charge of the world for one day?
11. What if at times your brother neglected to care for his cat?

Discuss student answers. Ask the students to determine ways to apply the activity ideas to various life situations.

**Notes:**

**Materials:**

None

**Notes:**

## Decision Making
## Problem Solving

# COSTUME CATASTROPHE

**Purpose:** Help students learn strategies for problem solving.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Discuss with the class the meaning of choosing or making choices. Then present this situation:

> Kevin was going to a Halloween party. He was late as usual. "If you don't hurry, the party will be over," his mother called to him.
>
> "Okay, okay," said Kevin as he struggled into his costume. He put on the big shirt and the shiny blue pants. Then he tied the big yellow scarf around his waist and pulled a black patch down over one eye.
>
> "Are you coming?" his mother called to him. Kevin took a last look at himself in the mirror.
>
> "You're the greatest pirate in the world!" he yelled as he grabbed the plastic sword off the dresser. But he had forgotten about the open bottle of ink on the dresser. He jumped back, but it was too late. Black ink spotted his bright blue pants.
>
> "How can I go to the party with this ink all over my pants?" he wailed. "What am I going to do?"

**Materials:**

None

Questions for discussion:

1. What is the problem here?
2. What choices does Kevin have to solve his problem?

**Notes:**

# DEALING WITH LOSS

**Purpose:** Help students learn strategies for problem solving.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.
>
> Some people tell us to deal with problems, to confront them. They say we need to keep going and not give up. They want us to be active and constructive, but what do we do when there seems to be nothing to do?

Read the situation below:

> Don felt that there was nothing he could do. His father had died. There was no way to bring back the father he loved and needed.

Questions:

> Can you see how Don could feel that there was nothing he could do?
>
> Might you feel differently if you were in that situation?
>
> Can you think of a time when you felt that there was nothing you could do? Tell about it. Did you "grin and bear it"? If not, what did you do?
>
> Do you believe that sometimes there is nothing that can be done?
>
> What might you do or say to people in such a situation?
>
> Explain ways of helping yourself in situations when you feel there is nothing you can do.

**Materials:**

None

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**Notes:**

Decision Making
Problem Solving

# CONFUSED ABOUT SELF

**Purpose:** Help students learn the possible consequences of making helpful choices.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Read the following letter, and then have the students write a reply to the young person who sent the letter.

> Dear Dr. Radd,
>
> My problem is that I don't understand myself. Very often I lie for no reason at all. If someone asks me what I did over the weekend, my first impulse is to lie about it. I don't know the reason I do that.
>
> Here is another example. I want to do my best, but somehow I can't keep my mind on my work. I just can't seem to apply myself.
>
> Sometimes I think I was born under the wrong sign (I'm an Aries). Are all young people as confused as I am? What could I do?
>
> Confused About Self

Give each student a chance to read and explain his or her reply. Then ask the group to pick one of the replies and work together to improve it so it becomes the best reply to "Confused About Self."

**Materials:**

Paper
Pencil

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Decision Making - Problem Solving

# GROUP DISCUSSION AND SERVICE LEARNING

**Purpose:** Help students learn the possible applications of brainstorming.

Tell the students:

> Brainstorming is a way to generate as many different ideas as possible on a particular topic. It is important not to judge each idea until the brainstorming is completed. Then we can be as creative as possible. This activity gives us practice in brainstorming. Brainstorming is an important strategy that supports us in all types of decisions.

Have students form discussion groups of four to six students each. Ask each group to brainstorm the following questions, one at a time:

1. How could our school be made a happier place for students?
2. How could our school be made a nicer place for teachers?
3. How could our community be made a better place to live?

Check to see that each group elects two recorders. Move from group to group, encouraging students to move along with the task. After the first topic has been brainstormed, ask a recorder from each group to make a report of that group's ideas.

Form new discussion groups for each topic and repeat the procedure.

Ask the students to determine various service learning projects they could organize to support their brainstorming ideas.

**Notes:**

**Materials:**

None

BEST COPY AVAILABLE

Notes:

Decision Making
Problem Solving

# SOPHIA'S CHOICE

**Purpose:** Help students learn the possible consequences of making helpful behavior choices.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Discuss with the class the meaning of choosing or making choices. Then present this situation:

> Sophia has two best friends, Dominic and Kate. They were all good friends until a week ago, when Kate teased Dominic about his mistake in gym class. Now Dominic won't talk to Kate. And because Dominic won't talk to Kate, Kate won't talk to Dominic. That leaves poor Sophia in the middle. She likes both of her friends. It's hard to be friends with two people who don't talk to each other. Sophia could side with Dominic and tell Kate her teasing of Dominic caused the problem, or she could side with Kate and tell Dominic his reaction caused the problem. She could talk them both into solving the conflict. Of course, she could make new friends instead. In the meantime, Sophia is unhappy. She keeps wondering what she is going to do.

**Materials:**

None

Questions for discussion:

> What's the problem here?
> What choices does Sophia have?
> What might happen if she sides with either friend?

Discuss the application of activity ideas to other student life situations.

Decision Making
Problem Solving

# SOLUTIONS FOR STEALING

**Purpose:** Help students learn the possible consequences of making helpful choices.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Read the following situation to your students:

> You are shopping in a grocery store and see your favorite candy. When you think no one is looking, you decide to take some without paying for it.
>
> However, the store owner sees you.

Ask the students to discuss the consequences of this choice.

Ask students to determine ways of applying their ideas to life situations.

**Notes:**

**Materials:**

None

**Notes:**

## Decision Making - Problem Solving

# COURAGE TO DO YOUR BEST

**Purpose:** Help students learn strategies for problem solving.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Discuss with the class the following concepts:

1. being courageous to attain a set goal
2. developing the habit of compensation
3. learning to adjust to new regulations

Discuss with the group things they can do now but were once afraid to do. Let them tell how they acquired the courage to overcome their fears so that they succeeded.

Discuss with the class activities a student could engage in if he or she had hoped to make the team but did not succeed.

Discuss with the class times when they were unhappy with a specific regulation. Let them take turns explaining how they adjusted to it.

**Materials:**

None

## Decision Making - Problem Solving

# DECISION CONSIDERATIONS

**Purpose:** Help students learn strategies for problem solving.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Discuss with the class how, as they mature, it will become more and more important for them to make helpful choices.

List the following things students need to think about when making decisions. Have students write them down to keep for reference.

1. Do I tend to lack self-confidence in my ability to make a helpful choice?
2. Do I have the courage to ask for help when I really need it?
3. Do I define my problem before working out a solution?
4. Do I frequently make a hasty decision before carefully thinking things out?
5. When I make a decision, do I put it into action without delay?
6. Am I willing to accept the consequences of my decisions?

The following are situations for class discussion:

1. I just found a $20 bill. What could I do?
2. One of my friends was stealing little things. What could I do to help him?
3. My friends want me to pass exam answers to them. What could I do?

Discuss various applications of activity ideas to student life situations.

**Notes:**

**Materials:**

None

**Notes:**

# ENVY

**Purpose:** Help students learn the consequences of choosing to be envious.

Duplicate and distribute the Envy activity sheet.

Read the poem with the students.

ENVY

I know a rich man with everything he wants—
Large mansions, expensive jewels, cars, and plush yachts.
He is handsome and fine with the best attire.
You'd think this package would be one that inspires.
Instead he is envied by all sorts of men
When all he'd like to have is a friend.
—T. R. Radd

Ask students to complete the following activity sheet.

1. If you were the person speaking in the poem, would you change with the rich man?
2. Tell about a time you felt envious toward someone because that person had more friends or was better looking or was more successful or in some way had something that you very much wished you had.
3. In your life, is there some envy?
None? ____ A lot? ____ Explain.

Use the Creative Corner to draw or express thoughts and feelings about envy.

Ask students to determine strategies to assist them in various life situations.

**Materials:**

Activity sheet

## - Activity Sheet -

# Envy

I know a rich man with everything he wants—
Large mansions, expensive jewels, cars, and plush yachts.
He is handsome and fine with the best attire.
You'd think this package would be one that inspires.
Instead he is envied by all sorts of men
When all he'd like to have is a friend.
—T. R. Radd

1. If you were the person speaking in the poem, would you change with the rich man?

2. Tell about a time you felt envy for someone because that person had more friends or was better looking or was more successful or in some way had something that you very much wished you had.

3. In your life, is there some envy? None? ____ A lot? ____ Explain your response in the Creative Corner.

**Creative Corner**

**Notes:**

## Decision Making Problem Solving

# RIGHTS AND DUTIES

**Purpose:** Help students learn possible consequences of making helpful choices.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Read the following story and discuss the questions following it.

> Tomorrow is the Fourth of July and ever since school had let out, Steve had been looking forward to it. He and his friends had planned to go to the beach to spend the whole day there and to stay until after dark to watch the fireworks.
>
> Now, everything was ruined. The restaurant manager where his mother was a waitress said she could earn extra money if she worked that day. Because the baby-sitter wanted to go on a picnic, Steve's mother was making him stay home and take care of the younger kids. He'd given her a real fight, but it hadn't done him any good. He'd told her that he is almost a teenager, that he had a right to go if he wanted to, and that she had no right to order him to stay.
>
> She'd answered that he had duties, as well as rights, and that she had a right to ask her oldest child to help her out.

1. Do you think Steve had a right to go? Please explain.
2. Do you think Steve's mom had no right to order him to stay? Please explain.
3. Do you think it is part of Steve's duty to stay? Please explain.

Discuss ways of applying the activity ideas to various life situations.

**Materials:**

None

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Decision Making
Problem Solving

# YOUR MAGIC BOOKSTORE

**Purpose:** Help students learn the possible consequences of making helpful choices.

Tell the students:

> We are able to learn ways to make helpful choices when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Discuss the meaning of choosing or making choices and then present this situation. Follow with a discussion of choices:

> Diane knew it was a magic bookstore as soon as she saw it, because Diane could see magic things. The books, all as tall as she was, stood on the floor and the characters walked in and out of the pages. The old woman who lived in a shoe was trying to get her children to come in for supper. Two of them ran out of the book and across the floor. They giggled as they ran. Then one of the bears from Goldilocks and The Three Bears lumbered out of his book toward them. The two children lost no time getting back to their own book. Now Diane giggled.
>
> "I've been expecting you, Diane," the owner of the bookstore said. He was a little man with blue eyes and blue hair and a long blue beard that reached his toes. "I knew you'd find my store." Then he sighed, "So few children can see magic anymore. I haven't had a customer all day. Can you bring me some customers?"

Ask students to discuss ways of bringing customers to the magic bookstore. Have them determine ideas that would be important for students who want to become magical bookstore customers. Ask students to be creative and role-play or draw a picture of what their magical bookstores look like.

**Notes:**

**Materials:**

Optional:
- Drawing paper
- Drawing supplies

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**Notes:**

## Decision Making Problem Solving

# CHARACTER SHIELD

**Purpose:** Help students learn about the application of character qualities in life situations.

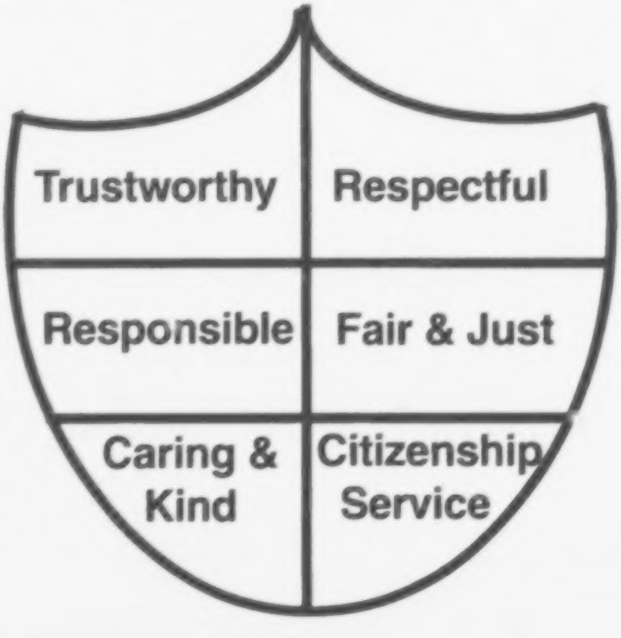
Duplicate and distribute the Character Shield activity sheet.

Tell the students:

> We are able to learn times when we can choose to use certain character qualities. This activity gives us practice. Please listen, follow directions, and participate.

Discuss with the students the need for character qualities in their lives. Ask the students to complete the shield putting a character quality that is important to them in each shield area. In each area, ask the students to write or draw a time they demonstrated that character quality.

Character qualities could include trustworthy, respectful, responsible, caring and kind, fair and just and citizenship service.



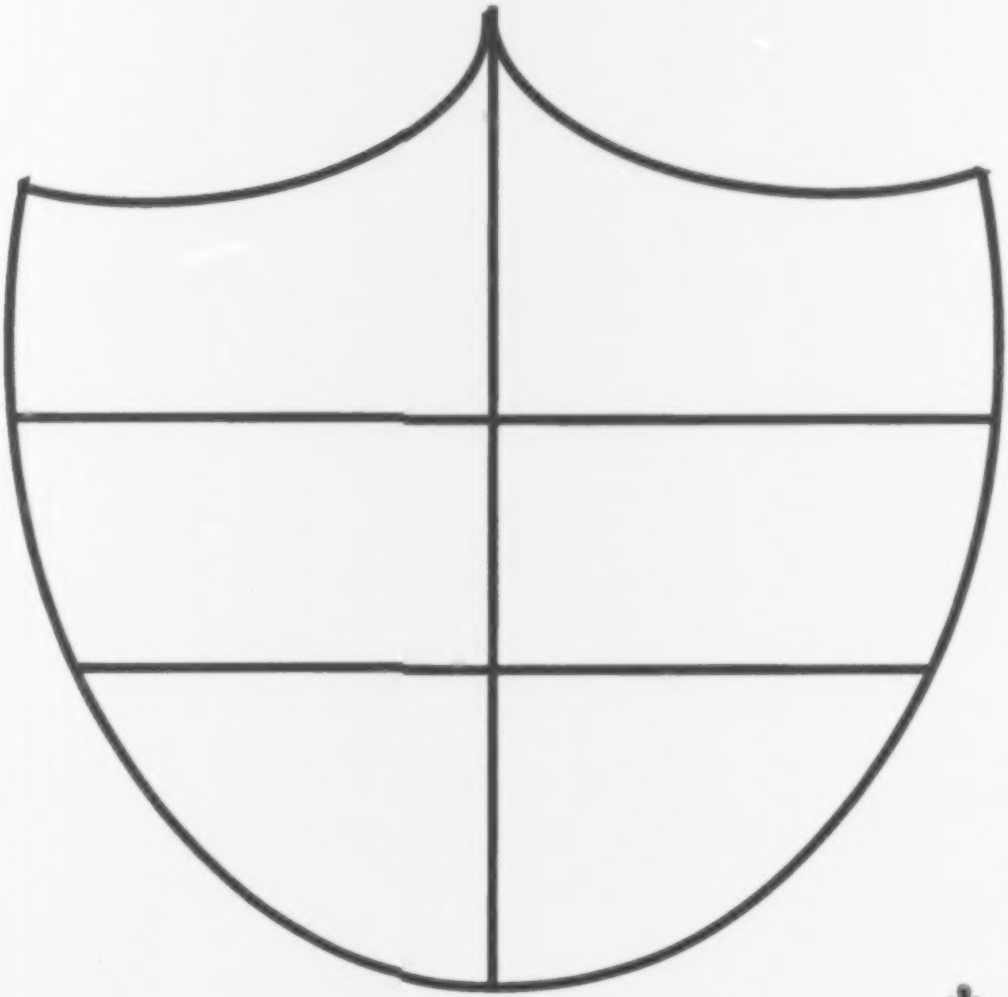
**Materials:**

Activity sheet

- Activity Sheet -

# Character Shield

Write a character quality that is important to you in each area of the shield. Then write or draw a time when you demonstrated that character quality. Character qualities could include trustworthy, respectful, responsible, caring and kind, fair and just, and citizenship service.



**Notes:**

## Decision Making Problem Solving

# CHEMICAL MISUSE

**Purpose:** Help students learn the consequences that result from chemical use.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Ask the students to write, individually or in groups, open-ended situations related to chemical misuse. Chemical misuse could include, but is not limited to, all types of drugs, alcohol, and nicotine use.

Ask students to read and discuss their open-ended situations. In discussing the situations, encourage students to identify those things that influence their decisions.

Possibilities that may influence decisions include the following:

1. scientific facts
2. expert opinions
3. parental beliefs
4. religious beliefs
5. attitudes toward oneself
6. attitudes toward others
7. past experience in assuming the responsibility for one's actions
8. degree of self-respect for one's mind and body
9. resolving the conflict between conformity and nonconformity

Discuss alternatives to the decision to use or misuse chemicals in the situations. Ask the students to determine ways to apply activity ideas to life situations.

**Materials:**

None

Notes:

Decision Making
Problem Solving

# DRUG DECISION MAKING

**Purpose:** Help students learn the consequences of decisions relating to drug use.

Tell the students:

> It is important to think about the consequences before we make a choice. This role-playing situation will give us practice learning the way this works. Please listen, follow directions, and participate.

Role-play the following situation and discuss the consequences:

> You see that your older sister and her friends are going to take a drug. You do your best to stop your sister, but she doesn't listen and takes it.
>
> Your sister's friends seem to be happy because they are acting very silly. Your sister, however, gets very sick and has to be rushed to the hospital.

Ask the students to determine ways to apply the activity ideas to life situations.

**Materials:**

None

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**Notes:**

## Decision Making
## Problem Solving

# MODERATOR MAGIC

**Purpose:** Help students learn ways to use a moderator in meetings that are usually focused on formulating group decisions or policies.

Tell the students:

> We are going to learn ways to conduct a meeting that uses a moderator to support a group decision-making process. This activity gives us practice.

Begin by choosing a moderator from the group. (At first, you may wish to serve as moderator to set an example for others to follow.) Students may need to know what the moderator's role is. A moderator simply makes sure that everyone is given a chance to speak without interruption. The moderator can also help move the discussion along if it bogs down or end it if interest seems to be waning. However, the moderator only takes part if it is necessary.

The discussion begins when the moderator says, "The floor is open for discussion." Everyone who wishes to speak stands up but doesn't say anything. The moderator then calls on someone who is standing and asks her to speak. Everyone else sits down. When the speaker finishes, all who wish to respond to the speaker's comments or add to them stand up. The speaker gives the floor to one of the standees. Then everyone except the new speaker sits down. The moderator interferes with the process only if he feels that participants are calling only on their friends or if someone who wants to speak is not getting a fair chance to do so.

Discuss with the students their feelings about being in the group. Ask students to identify the benefits of treating all fairly and giving all an opportunity to contribute.

Discuss how to apply the ideas to class meetings, in student government activities, and in service learning projects.

**Materials:**

None

**Notes:**

# CHEATING SOLUTIONS

**Purpose:** Help students learn the possible consequences of making helpful choices that relate to cheating.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

To examine the practice of cheating, discuss with the class possible reasons that people cheat—to get a better grade, to get answers to questions that are too difficult to understand, and so on. The class might then suggest the disadvantages of cheating—the risk of getting caught, the lack of any real gain, the eventual loss of confidence in one's own answers, and so on.

A discussion can then involve the following questions:

> If people were not graded, would some still cheat? Please explain.
>
> Does cheating violate anyone's rights? Please give reasons.
>
> Does cheating harm anyone? If so, whom? Give your reasons.
>
> Some people may consider cheating a solution to a problem. Explain that position.
>
> Some people will see cheating as a problem. Explain that position.

Please discuss the way cheating affects students and those around them. Discuss life application of the ideas generated during the discussion.

**Materials:**

None

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Notes:

Decision Making - Problem Solving

# MORE PROBLEM-SOLVING STRATEGIES

**Purpose:** Help students learn a process to follow when they are making decisions.

Tell the students:

> We are able to learn strategies for making decisions. This activity gives us a strategy to practice. Please listen, follow directions, and participate.

The following steps are suggested for approaching almost any problem:

1. Teacher and students identify a current problem.
2. Together, they state the problem and what might happen if the situation is left unchanged.
3. They discuss possible causes of the problem.
4. They discuss measures that might be taken to prevent its recurrence.
5. They discuss solutions to the problem.
6. They discuss the pros and cons of the various suggestions, including their feelings about them.
7. They discard solutions that are not acceptable.
8. They agree to actually test one solution.
9. They test the solution agreed upon. (This may take some time.)
10. They evaluate the results of the solution they have tested.
11. If the solution is unsatisfactory or if other solutions also seem feasible, repeat steps 5 through 10.

Discuss various life situations when using these steps.

**Materials:**

None

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# SOLUTIONS FOR BULLYING

**Purpose:** Help students learn strategies for problem solving.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Read this story to the class and then discuss the questions:

> George looked up at Paul. "I wonder what he's going to do now," he thought. Paul looked so big and tough. George was afraid of him. You never knew what Paul was going to do. Sometimes he acted so friendly; sometimes he acted mean. George had never seen Paul hit anyone, but he had heard him talk about beating someone up lots of times.
>
> "Hi, Paul," he said smiling.
>
> "What's so funny, kid?" Paul growled.
>
> "Nothing," George answered.
>
> "Then stop grinning."
>
> "Okay." George tried to look serious. He didn't want Paul to think that he was angry. "Hey, want to go get something to drink? I've got some money."
>
> "Yeah, I guess so," he said. "Let's go."
>
> Later, when George paid the bill for the drinks plus a hamburger and French fries for Paul, he thought, "What was the reason I did that? Now I'm broke."

1. Do you think it was a helpful choice for George to spend his money on Paul?
2. Discuss the different choices George could have made. Ask students to apply the activity ideas to different life situations they face with bullies. Determine strategies to use for the bully and for those being bullied.

**Notes:**

**Materials:**

None

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**Notes:**

Decision Making
Problem Solving

# TWO DOLLARS AN HOUR

**Purpose:** Help students learn the possible consequences of making helpful choices.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Read the following situation to the group:

> Dom has agreed to clean out the garage for his grandpa for $2 an hour. Dom knew that there were other things he'd rather do, but $2 an hour sounded great.
>
> Dom took a broom and some plastic bags for the trash and started out to the garage. Dom saw that the garage was really a mess. But he started to work and soon he had made some headway in the piles of boxes and old furniture.
>
> Then Dom saw the pile of comic books. The books had been there for years! Maybe they were books that his father had read when he was Dom's age. So Dom sat down and began to read them. Time went by so quickly that Dom couldn't believe it when he looked at his watch and realized that he'd been reading for two hours! He put the books in a pile to take home and went back to work twice as hard and fast as he usually would.
>
> When he was finished, Grandpa was asleep. He awoke and looked at his watch. "You've been working four hours. I owe you $8."

What could Dom do? What might be the consequence of each choice?

**Materials:**

None

# TEACHING AND LEARNING PRACTICES

**Purpose:** Help students learn strategies for solving problems related to teaching.

Tell the students:

> This role-playing situation will help us practice learning about the way teaching works and will allow us to experiment with ideas to make teaching interesting.

Give the students experience teaching a topic to groups who find that topic uninteresting. Provide the students with four topics (e.g., gardening, how to play baseball, space travel, reading poetry). Ask the students to select the topic they find least interesting and form a group. Select one student volunteer who finds each topic interesting.

Each group is composed of people who find that particular topic uninteresting and one student volunteer who finds the topic interesting. The student volunteer is to teach the group who is uninterested in that particular topic. He or she could carry out a discussion, have a lecture, or use any format he or she feels will produce some interest. After the activity is complete, discuss the following questions with the students:

1. Did the topic seem more interesting than your group thought it would be? Please explain.

2. Did your enthusiasm for the topic help the group become more interested? Please explain.

3. Are there ways to make dull topics more interesting?

Ask students to relate the ideas to various life situations.

**Notes:**

**Materials:**

None

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**Notes:**

Decision Making
Problem Solving

# MOTIVATION

**Purpose:** Help students learn about the relationship between emotional involvement and motivation.

Tell the students:

> It is important to think about the relationship between motivation and emotional involvement. This activity will give us practice learning the way this relationship works. Please listen, follow directions, and participate.

This activity is designed to show how headlines can get a reader involved enough emotionally in order to make readers want to read the entire article.

The students could collect headlines either by cutting them out of newspapers and magazines or by making them up.

The students could indicate which stories they would like to read further.

The headlines could be classified into different emotions; emotion-packed words could be listed. The Feeling Words Lists activity sheets found beginning on page 319 may be used to generate ideas.

Headlines that do not appeal to the emotions can be used as examples of contrast.

Discuss the way interest and emotional involvement affect motivation.

**Materials:**

Newspapers
Magazines
Optional: Feeling Words Lists

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Decision Making
Problem Solving

**Notes:**

# DEVELOPING CHARACTER QUALITIES

**Purpose:** Help students learn about ways to develop character qualities and about the impact they have on their decisions.

Tell the students:

> It is important to think about ways we develop character qualities and about the impact they have on our decisions. This role-playing situation will give us practice learning the way this works. Please listen, follow directions, and participate.

Discuss with the class the importance of developing character qualities.

Discuss the impact of home, media, school, and peer groups on the development of these qualities: trustworthiness, respectful behavior, responsible choices, fair and just choices, caring and kindness, and citizenship.

Have the students break into small groups to discuss the ways home, media, school, and peer groups support the development of the character qualities.

Ask each group to role-play one specific example of a person demonstrating one of the character qualities at home, at school, and with peers. Ask them to also give an example of a quality demonstrated by the media.

**Materials:**

None

**Notes:**

Decision Making
Problem Solving

# THE CONSEQUENCES OF HELPING

**Purpose:** Help students learn the possible consequences of making helpful choices.

Tell the students:

> It is important to think about the consequences before we make a choice. This role-playing situation will give us practice learning the way this works. Please listen, follow directions, and participate.

Role-play the following situation:

> One of your older neighbors has a hard time getting around. One hot, muggy day you see him mowing his lawn, but he keeps stopping because he gets tired and out of breath. You go over and offer to do his yard work.

Discuss the consequence of this situation.

Ask students to determine ways to apply the activity ideas to life situations.

**Materials:**

None

Notes:

# RESOLVING CONFLICTS

**Purpose:** Help students learn strategies for problem solving during a conflict between two groups.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Discuss with the group how they can experience conflict when dealing with two groups whose standards are opposed, such as family and peers. For example, the family may require the student to be home by a set time, but the peer group may think it is unreasonable to have that standard.

Have students volunteer specific examples of such conflict from their own personal experiences.

Ask students to suggest ways to resolve such conflicts.

Students may write a short story or draw a picture about the situations.

**Materials:**

Optional:
- Drawing paper
- Drawing supplies
- Writing paper
- Pencil

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**Notes:**

Decision Making
Problem Solving

# ASSERTIVE BEHAVIOR COLLAGE

**Purpose:** Help students learn the possible consequences of making helpful choices while using assertive behavior.

Tell the students:

> We are able to learn ways to handle certain life problems with assertive behavior. This activity gives us practice.

Assertive behavior is aimed at making positive statements with great confidence, sometimes in the face of opposition. Assertive behavior choices support student safety and assist students in making constructive, helpful choices.

Have students draw or bring in pictures of assertive behavior. Start a collage or have the students make their own collage using pictures and word phrases.

When the students bring in the pictures, have them do the following:

1. Explain the reason that picture was chosen.
2. Tell what he or she thinks is a possible cause for the behavior.
3. Explain what he or she would have done in a similar situation.

Ask students to determine ways of increasing the times they choose to behave in a helpful, assertive way.

**Materials:**

- Magazines
- Drawing paper
- Drawing supplies
- Scissors
- Glue

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# SPORTS SOLUTIONS

**Purpose:** Help students learn strategies for solving problems.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Read the following situation to the students:

> Jay was captain of the Cougars, a neighborhood baseball team. The team was supposed to play the Warriors that afternoon. Their regular pitcher had to go to the dentist. That meant Jay would have to use either Joe or that wise guy, Fred. Jay knew that Fred was a good pitcher, but he was also a big bragger. And he only showed up when he felt like it. Fred never came to practice and almost always got into a fight every time he played. Joe knew a lot about baseball and came to every game the Cougars played. Trouble is, Joe couldn't play as good a game on the field as he could in his head, so most of the time he just warmed the bench.

Have students think about and discuss the following choices in this situation:

1. Let Joe catch and have someone else on the team pitch.
2. Tell Joe he can't play.
3. Let Joe pitch the whole game.
4. Does Jay have any other choices? What? What might be the consequences of each of the choices?

**Notes:**

**Materials:**

None

**Notes:**

**Decision Making – Problem Solving**

# LEARNING FROM HINDSIGHT

**Purpose:** Help students learn strategies for solving problems.

Tell the students:

> We are able to learn ways to solve life problems through the experiences of others. This activity gives us practice. Please listen, follow directions, and participate.

To examine how other people have solved problems, the class can take examples of problems from their history, geography, or reading lessons (e.g., a chapter in colonial taxation). Once they have selected a problem, they might identify it and state it in a way that everyone agrees upon. Then they might discuss the problem by answering the following questions:

1. What were the causes of the problem?
2. What would have been other possible solutions?
3. Did the solution to the problem work?
4. Would another solution have worked better?
5. If so, how would it have changed the results?
6. Could the problem have been prevented? Please explain.

Ask students to determine times when they may have changed or modified a choice based on hindsight. Explore possible ways that students can determine more solutions prior to their actions.

**Materials:**

None

# AUTHORITY DECISIONS

**Purpose:** Help students learn strategies for problem solving.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Read the following situations to the class and ask them to answer the questions below:

1. My boss said, "Charge those dummies an extra $20. They won't know the difference."
2. Sometimes I hear that guys in the army are ordered to do dumb things, even illegal things. The officers just expect soldiers to do whatever they are told.
3. Sometimes you are in a group that is going crazy, is acting destructive, or is being just plain cruel to someone.

Do you tell them to stop it? I mean, do you speak up and risk making a fool of yourself in front of your friends? Do you disobey an officer in the army and risk being thrown in jail (if you were old enough to be in the army)? Would you do anything a boss told you to do?

1. What do you think about all this?
2. How do you feel?
3. When, if ever, would you want to put your foot down and say, "No, not me"?

Relate the ideas in this activity to various life situations.

**Notes:**

**Materials:**

None

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Notes:

# REACHING OUR GOALS

**Purpose:** Help students learn the possible consequences of making a helpful choice.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Ask your students to pretend that the next 6 to 12 months will turn out super for them. They will look back and say, "Wow, I sure accomplished a lot. I'm proud of myself." What would they like to be able to say that they accomplished? Have them list what would be ideal accomplishments for the next several months. Have them consider friendships, family, personal changes, learning hobbies, and so on.

Explain that sometimes we do too much and, therefore, achieve none of our goals. All we do is frustrate ourselves. Ask students if they are doing too much or not enough.

Have students go back to their lists in order to add or subtract goals.

Have the students list an ideal set of goals. Then have them revise the list into a comfortable, realistic list.

**Materials:**

None

## Decision Making Problem Solving

# NO CHOICES?

**Purpose:** Help students learn strategies for problem solving.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Read the following to the group:

> Some people tell us to deal with and confront problems. They say we need to keep working and to not give up. They want us to be active and constructive. But what do we do when there seems to be no choices?

Next, read the situation below:

> Susan felt that there was no way out of her problem. Marcie told her that she no longer wanted to be her best friend and that she had found another friend to take Susan's place.

Ask students the following questions:

1. Can you see how Susan could feel that there was nothing she could do?
2. Might you feel differently if you were in a situation like this?
3. Can you think of a time when you felt that there was nothing to do? Tell about it. Did you "grin and bear it"? If not, what did you do?

Discuss ways the ideas can be applied to student life situations.

**Notes:**

**Materials:**

None

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**Notes:**

# INFLUENCES OF GROUP PRESSURE

**Purpose:** Help students learn strategies for solving problems related to group pressure.

Tell the students:

> It is important to think about the consequences before we make a choice. This role-playing situation will give us practice learning the way this works. Please listen, follow directions, and participate.

Discuss with the class how strong group pressure sometimes influences an individual's decision and behavior, and not always in a positive manner.

Have the class give examples of group pressure.

Divide the class into small groups. Ask small groups to dramatize the power of group pressure based on group examples. Discuss with the class ways to resolve the problems.

**Materials:**

None

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**Notes:**

# DAILY BENEFITS OF LEARNING

**Purpose:** Help students learn the possible consequences of helpful learning choices.

Tell the students:

> We are able to understand the benefits of studies when we see the effect they have on our daily lives and choices. This activity gives us practice seeing the benefits.

Discuss with the class the importance of realizing how the traditional areas of study help them in their daily activities and choices, both in and away from school.

Have the students make a list of all the subjects they study in school. Under each study, they should list daily activities that their studies help them with.

For example:

- Science
  - Dress for the weather
  - Read the thermometer
  - Boil an egg
  - Other
- Art
  - Choose clothing
  - Arrange your room
  - Arrange work on paper
- Music
  - Singing or whistling
  - Listening to records
  - Identifying a favorite TV show

Discuss ways the ideas can be applied to student life situations.

**Materials:**

None

**Notes:**

Decision Making - Problem Solving

# ACTIVITY LEARNING BOARD

**Purpose:** Help students learn the consequences of helpful choices regarding learning.

Tell the students:

> We are able to learn the relationship between what we are learning and events in everyday life. This activity gives us practice. Please listen, follow directions, and participate.

Ask students to determine the ways academic choices affect everyday living. Discuss with the class how classroom studies are related to the needs of everyday living. Have the students make an activity learning board that shows people performing various learning activities. These may be drawings or pictures found on the Internet or cut from magazines and newspapers.

Establish a color code such as blue for math, red for reading, yellow for English, and so on. Then put colored stars or ribbons on the pictures to indicate school subjects directly involved in the activities.

**Materials:**

Drawing paper
Art supplies
Newspapers
Magazines
Stickers
Internet information

# NORMA'S DILEMMA

**Purpose:** Help students learn the possible consequences of making helpful choices.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

The following is a situation in which the person needs to make a decision:

> Norma has received an invitation from Monica to her birthday party, which will be next Saturday. Norma has been going to Monica's birthday parties every year since both of them were 2 or 3 years old. Monica was all right, but she was not Norma's best friend. Norma has already bought her a gift.
>
> When Norma's father comes home from work, he asks Norma to go fishing with him–something Norma loves to do. She tells her mother that she could send the present to Monica with a note saying she can't make it! She hardly ever gets a chance to go fishing with her dad. Mother and Dad tell Norma she has to make her own decision.

Have the students think about and discuss the following questions:

1. What are some different things Norma could do?
2. What information does Norma need to consider in determining her choices?
3. What might be the consequences of each choice?
4. In what way can these activity ideas help in other situations?

**Notes:**

**Materials:**

None

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**Notes:**

**Decision Making -**
**Problem Solving**

# DECISION DILEMMA?

**Purpose:** Help students learn strategies for problem solving.

Duplicate and distribute the Decision Dilemma? activity sheet. Ask students to complete the activity sheet.

| | | |
|---|---|---|
| 1. Is lying wrong? | Yes | No |
| 2. Is stealing wrong? | Yes | No |
| 3. Is killing wrong? | Yes | No |

If you answered "yes" to any of the questions above, complete the next set of questions.

| | | |
|---|---|---|
| 1. Is lying to protect a member of your family from bodily harm wrong? | Yes | No |
| 2. Is stealing food to keep from starving wrong? | Yes | No |
| 3. Is killing in war wrong? | Yes | No |

Ask students to discuss the following questions:

1. Can situations change your decision? Did you find this happening to you? (Caution: Personal opinion may be hazardous to your health. In other words, for many people it is easier to answer the first set of questions because they are not connected to any specific situation. As soon as lying, stealing, and killing are related to more specific human situations, judging them simply as "right" or "wrong" becomes more difficult.)

2. Discuss the way the courts and justice system use this information approach in various cases.

**Materials:**

Activity sheet

## - Activity Sheet -

# Decision Dilemma?

Circle your responses to the following questions:

1. Is lying wrong? Yes No
2. Is stealing wrong? Yes No
3. Is killing wrong? Yes No

If you answered "yes" to any of the questions above, complete the next set of questions.

1. Is lying to protect a member of your family from bodily harm wrong? Yes No
2. Is stealing food to keep from starving wrong? Yes No
3. Is killing in war wrong? Yes No

**Notes:**

## Decision Making Problem Solving

# WHAT WOULD YOU CHOOSE?

**Purpose:** Help students learn strategies for problem solving.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Discuss with the class how it is not always hurtful to go along with the group; the important thing is to make one's own choices based on one's own wishes and best judgment.

List the questions below on the board. Give each student an opportunity to tell what he or she would choose and have him or her explain the reason for the choice in one of the following situations:

1. Would you choose ice cream or candy if everyone else chose candy? Please explain.
2. Would you go to a movie or the circus if everyone else chose to go to the movie? Please explain.
3. If you were offered a chance to play baseball or soccer, and everyone else wanted to play soccer, which would you choose? Please explain.
4. If you were supposed to shovel snow off the sidewalk while all your friends were going skating after school, what would you do? Please explain.
5. If you had not finished your work and your brother was watching a special TV show, what would you do? Please explain.

Relate the activity ideas to other life situations.

**Materials:**

None

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**Notes:**

## Decision Making
## Problem Solving

# CHANGES IN HISTORY

**Purpose:** Help students learn that decisions are often influenced by the times we live in.

Tell the students:

> We are able to learn about the ways history affects our concept of appropriate choices. This activity gives us practice.

Can "appropriate" and "inappropriate" changes occur in history?

There have been times in societies when what was appropriate and inappropriate was assumed by a majority of the people. The assumption grew over years of doing things certain ways, and these assumptions became a part of tradition. Sometimes what was traditionally appropriate for one society was inappropriate for another. This kind of a paradox often causes what some like to call a "generation gap." For instance, consider the following:

> If you had lived during the time of George Washington, would you have called long hair and curls on men appropriate or inappropriate behavior?
>
> What would you have said if General Eisenhower had worn a wig to cross the English Channel on D-Day?
>
> How would you feel about long shoulder curls on the president of the U. S. today? Would this be appropriate or inappropriate behavior?
>
> During the period of the Roman Empire, men wore dresslike togas and open-toed sandals. Was that appropriate or inappropriate? What would happen if a man went to work wearing a toga today?

Discuss the examples with the group. Ask students to determine other appropriate and inappropriate changes that have occurred in history. Explain ways this affects our choices.

**Materials:**

None

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**Notes:**

# SIBLING SOLUTIONS

**Purpose:** Help students learn the possible consequences of making helpful choices.

Tell the students:

> It is important to think about the consequences before we make a choice. This activity gives us practice. Please listen, follow directions, and participate.

Discuss with the class the meaning of choosing or making choices. Then present this situation:

> Steve shares a room with his two older brothers. They quarrel a lot and Steve usually gets pulled into the argument one way or the other. They got him involved in their latest argument—who was the greatest president, the Great Emancipator or the New Dealer?
>
> "The Great Emancipator has it all over the New Dealer," one brother said. "Steve's a smart kid. He knows the New Dealer set this country on its feet. Right, Ken?"
>
> The other brother said, "Let's go, Steve, tell us what you think." Steve needs help.

Ask the students the following questions for discussion:

1. Please explain the reason Steve needs help.
2. What are his choices?
3. Can you make a decision without knowing the meaning of the choices? Please explain.
4. What could he do?

Ask students to relate their ideas to other life situations.

**Materials:**

None

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**Decision Making**
**Problem Solving**

# SOLVING FAMILY SITUATIONS

**Purpose:** Help students learn strategies for problem solving.

Tell the students:

> We are able to learn ways to solve life problems when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Discuss what the class can do in the following family situations:

1. When you come home from school, there is a note from your mom that says, "Please feed the dog right away." You put the chore off and watch TV instead. The dog starts scratching the furniture so you put him outside. He barks so much you have to bring him back in. You are really getting angry with him.
2. Your dad became ill at lunch and came home early. After he falls asleep, your brother and sister begin to argue over TV programs. You are afraid they'll wake your dad.
3. You always leave clothes and toys all over the house. Everyone is getting tired of picking up after you, and your sisters won't even talk to you or Mom and Dad because they don't think it's fair for you to be able to get away with such behavior.
4. Mom just walked in from her PTA meeting and is ready to cook dinner. Dad reminds her of a meeting she has to go to at 6:30. It's now 5:45. She can't make it on time unless she has some help.

Ask students to relate the activity ideas to other life situations.

**Notes:**

**Materials:**

None

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**Notes:**

**Materials:**

None

# CHARACTER QUALITIES

**Purpose:** Help students learn the influence that character qualities have on choices.

Tell the students:

> It is helpful to understand the influence character qualities have on our choices. This activity gives us practice.

Introduce to your class the seven steps of developing different character qualities such as respect, honesty, trustworthiness, kindness, and so on.

1. Prize and cherish the quality.
2. Publicly affirm your beliefs and behaviors that demonstrate the quality.
3. Choose the quality from alternatives.
4. Choose the quality after considering the consequences.
5. Choose the quality freely.
6. Act on the quality.
7. Act with a consistent pattern that demonstrates the quality.

Have a class discussion on the development of a character quality. Ask for volunteers to do the following:

1. Name one basic character quality.

2. Define the character quality.

3. Tell how this character quality can be applied in your daily life.

Ask for discussion after each character quality is given.

Have students act on at least one character quality by writing a contract for a specific action.

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Decision Making
Problem Solving

# FREEDOM LINES

**Purpose:** Help students learn strategies for problem solving.

Tell the students:

> We are able to learn about the ways that freedom influences decisions. This activity gives us practice.

In discussions about freedom, you can sometimes introduce the idea of a line or continuum to make a point about the behavior. The point would be that behavior is usually not polarized, that is, black or white, but can exist in many shades of gray.

Graphically, you could draw a line on the board and note points on it much in the manner that you would indicate dates on a timeline. Points along the continuum could be related, for example, to degrees of freedom permitted to different students. Prisoner Pete, who has no privileges, would be at one end and Free Freddie, who gets to do anything he wants, would be at the other end of the continuum.

Students can probably think of names to represent people in between. Students can also think of types of behavior that would be characteristics of various degrees of freedom. These behaviors can be noted at appropriate points along the continuum. Items might include choosing one's clothing and purposes for which an allowance can be spent.

Ask students to determine ways of applying the activity ideas to life situations.

**Notes:**

**Materials:**

None

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308

**Notes:**

Decision Making
Problem Solving

# SOMEONE NEW—WHAT TO DO?

**Purpose:** Help students learn the possible consequences of making helpful choices.

Tell the students:

> It is important to think about the consequences before we make a choice. This activity will give us practice learning the way this works.

Read the following situations:

> Peg and Ana walked down the street happily planning a party. Suddenly they spied a new girl sitting on the steps of a house that had long been empty.
>
> "Hi!" Peg said to the new girl. "You're new here, aren't you? What's your name?"
>
> "My name's Mary. We moved in yesterday," the girl said rather shyly.
>
> Peg and Ana introduced themselves to her and went on their way with a quick, "See you at school."
>
> As the girls walked along, they talked about their new neighbor. "She's really quiet," said Ana.
>
> "She's just shy," said Peg, "and maybe a little afraid . . . being in a new place and all."
>
> They went home and started to make a list of people to invite to their party. As Ana wrote the names on a sheet of paper, Peg looked down the street to where Mary was still sitting, looking sad and lonely. Peg turned to Ana and . . .

Have students think about and discuss some things that Peg could do:

1. Say she feels sorry for Mary.
2. Suggest they invite Mary to the party.
3. Ask Mary to join them and help them plan the party.
4. Forget Mary.

Explain the choice that would result in helpful consequences.

**Materials:**

None

**Notes:**

## Decision Making Problem Solving

# WAYS TO WIN

**Purpose:** Help students learn the possible consequences of making helpful choices.

Tell the students:

> It is important to think about the consequences before we make a choice. This situation will give us practice learning the way this works.

Read the situation to the group:

> Margaret loved puppies. On her way home from school, she stopped at the pet store. One particular puppy caught her eye. She went up close to the cage and knelt down. The dog started to lick her face and wag his tail.
>
> "Oh, how I wish you were my very own," Margaret said.
>
> "Well, win the contest and he will be," said Mr. Vazquez, the store owner.
>
> The shopkeeper explained that a puppy was to be the first prize in a contest he was having. To enter the contest, a boy or girl had to write a story about a dog. The only two rules were that contestants had to be between the ages of 8 and 12, and contestants had to write the story themselves.
>
> Margaret wrote and wrote, but she just was not happy with any of her efforts. Suddenly she remembered a story that her older sister wrote about a dog who saved the life of a child. She found the story and read it over.
>
> "This is beautiful," she said, "I know Mr. Vazquez would like it. It's so much better than anything I could write!"

Have students think about and discuss Margaret's choices.

1. What are some things she could do?
2. What might be the consequences?

Ask students to relate the activity ideas to other life situations.

**Materials:**

None

Notes:

Decision Making
Problem Solving

# CAREER CHOICES AND NEEDS

**Purpose:** Help students learn the possible consequences of helpful choices.

Tell the students:

> It is important to think about the ways that our choices help us meet our needs. This situation will give us practice learning the way this works.

Read the following story to the class and then discuss:

> Mr. Patrick works as a shoe salesperson to earn money. Money enables him to meet his physical needs of housing, food, clothing, and medical costs.
>
> Mr. Licten works at a zoo. He earns money at his job; however, his main reason for working at the zoo is to meet his mental needs. He is happy and takes pride in his work.
>
> Ms. Riley meets her social needs as a baseball coach. To be respected as the team's leader is very important to her.
>
> One job meets many needs. Mr. Smith, Ms. Johnson, and Mr. Martin are all police officers.
>
> Mr. Smith works on the police force to earn money. Money helps him meet his physical needs.
>
> Ms. Johnson works because it is exciting and enjoyable. Being a police officer satisfies her mental needs.
>
> Mr. Martin fulfills his social need as a police officer. He can be respected and have power in his job.

**Materials:**

None

Discuss the needs met by these jobs: judge, artist, taxi driver, astronaut, others.

Ask the students to consider various jobs/careers that could meet their needs. Ask them to choose three possibilities.

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# COMPETITION AND YOUR BEHAVIOR

**Purpose:** Help students learn the effect that competition has on behavior choices.

Before you start, prepare four short paragraphs or choose examples from the class's reading materials. Print each one on a card of a different color, making about five copies of each (five copies of story "A" printed on yellow, five copies of story "B" printed on pink, etc.). Each student might be given a card, and five groups of four students each should be formed so that there are four different colors in each group.

Tell the students:

> It is important to think about the effect that competition has on our behavior choices. This experience will give us practice learning the way this works.

Divide the students into groups. Ask the students to read over their stories and then tell them to the other members of the group. Then the students might be rearranged so that each group consists of all the students with the same color cards. They could retell their stories to the other members of their group. After the activity is complete, have them think about and discuss the following questions:

1. Does their delivery change because of the competition?
2. Do they add original touches when retelling the story?
3. Do the stories become more involved because everyone is familiar with the basic story?
4. Are they stimulated to compete with their peers?

Encourage them to discuss and compare the two experiences. Which was more fun? Difficult? What caused the differences in their behaviors?

Ask students to determine the way competition affects their behavior choices.

**Notes:**

**Materials:**

4 different colored papers
4 short paragraphs

312

**Notes:**

Decision Making
Problem Solving

# BECOMING MY IDEAL SELF

**Purpose:** Help students learn the possible consequences of making helpful choices.

Tell the students:

> It is important to think about the consequences before we make a choice so that we can reach our personal goals. This situation will give us practice learning the way this works.

Students usually have heroes or heroines. These people may be models of what the student would like to be. A student may admire the entire image represented by the hero or heroine or only certain qualities.

Have a discussion of what the students like about the people they admire. Some possible questions include the following:

1. What do you like about this person?
2. What are some things about this person you do not like?
3. What are some things you would like to do that he or she does?
4. In what ways are you like this person?
5. What might it be like if you were this person? How is he or she similar or different from the way you are now?
6. What kind of problems may this person have?
7. Why do you think people have heroes?
8. What heroes might adults have?

**Materials:**

None

After the discussion, the students can write compositions entitled "My Ideal Self," explaining what they would like to be if they could create ideal images of themselves.

Ask students to determine the choices they could make to become more like their ideal selves.

313

**Notes:**

# G. G. RADDBEARIE

**Purpose:** Help students learn the possible consequences of making helpful choices.

Tell the students:

> It is important to think about the consequences before we make a choice. This activity will give us practice learning the way this works.

Discuss with the class the meaning of choosing or making choices. Then present this situation:

> G. G. Raddbearie is still upset.
> She's late and hasn't made a decision yet!
> The best plan to follow is the dilemma she's in
> She's all mixed up and stuck within.
> Do I want to take a break
> Or sit and meditate?
> Do I stop and eat a bite
> Or get my homework done just right?
> Do I want to plan a weekend party,
> Or go and see my best friend, Marty?
> Do I want to shop and help at home,
> Or maybe spend some time alone?
> Do I want to see a movie and play some games,
> Or read a book with mysterious names?
> Help me, help me, help me, please.
> I don't know what to do—do you?
>
> —T. R. Radd

What are G. G.'s choices? Discuss alternatives and consequences.

Ask students to relate the ideas from the activity to other life situations.

**Materials:**

None

**Notes:**

Decision Making - Problem Solving

# EXPERIENCING THE GOAL

**Purpose:** Help students learn strategies for reaching their goals.

Tell the students:

> It is important to think about what will happen to us if we keep practicing so we can reach our goals. This situation will give us practice learning the way this works.

The object in this activity is to illustrate to students that, if they make mistakes, they can continue practicing until they are able to avoid the mistakes.

Demonstrate to students how to bounce a ball and catch it. Let them stand in a circle. Stand in the center and bounce the ball to each student who, in turn, will catch it and throw it back. Then give them an opportunity to practice in pairs, pairing a student who missed the ball with one who did not.

Encourage those who can do it and those who cannot.

Increase the difficulty of this activity dependent on the age level of the group. Ask students to determine the effects their choices to keep practicing had on their eventual success.

**Materials:**

Ball

**Decision Making - Problem Solving**

# CHOOSING CHARACTER QUALITIES

**Purpose:** Help students learn the influence that character qualities have on choices.

Tell the students:

> It is important to think about the influence that character qualities have on your choices. This activity will give you practice learning the way this works.

Display to the group pictures that illustrate character qualities, or have a discussion about various character qualities such as love, friendship, honesty, kindness, and loyalty. Discuss with the group various ways to develop these character qualities.

Have the class write stories to tell a time they chose a character quality, and then have them share these stories with the class.

**Notes:**

**Materials:**

Optional:
Pictures of character qualities

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**Notes:**

## Decision Making Problem Solving

# THE BENEFITS OF WORK

**Purpose:** Help students learn the possible consequences of making helpful choices.

Tell the students:

> It is important to think about the consequences before we make a choice. This situation will give us practice learning the way this works.

Read this story and then have a discussion using the questions that follow:

> As Dan was playing with his trucks in the front yard, he heard a big crashing sound like an accident.
>
> Dan jumped up to see what it was. He saw that it was just the garbage collectors banging the cans three blocks away.
>
> Dan was about to go back to playing when he noticed something. Every house on the street had garbage cans in front of it but his.
>
> "Uh oh!" he thought. "Dad forgot to put out our cans!" He ran to get the can. "Wow!" he thought. The can was as big as he was. Dan worked and worked to roll the can on its rim. Finally he made it to the curb.
>
> Dan was very tired. His arms and legs hurt a little. But, for some reason, Dan felt great all over.
>
> Explain the reason Dan felt great all over.
>
> Do you do your share around the house? Is this important?

Explain the benefits to you and others when you choose to do your share.

**Materials:**

None

# AM I ALONE?

**Purpose:** Help students learn to make choices to appreciate themselves.

Tell the students:

> It is important that we learn how to make choices so we can appreciate ourselves. This activity will give us practice learning the way this works.

Read the following poem to the class. Then discuss the questions at the end.

If I were you then I would be
Smart enough to be proud of me.

The problem is I have the talent of a toad.
Not feeling smart is such a load.

You are so smart. Your answer's always right.
The teacher smiles at you—you're his delight.

I'm unhappy and hope no one sees
That it's you I really want to be.

Why can't I be you? Then, I know
At school my smarts would surely show.

Am I the only one who feels this way?
If others do, then I'll plan to stay.
Do you ever feel this way, too?
—T. R. Radd

1. Explain the meaning of the poem.
2. I wonder about the number of students who want to be like someone else. How many of you want to be someone else yourself?
3. Please think of choices you can make to appreciate being you.

**Notes:**

**Materials:**

None

**Notes:**

Decision Making - Problem Solving

# PRACTICE AND SUCCESS

**Purpose:** Help students learn that they increase their skills and become more successful when they choose to repeat their experience.

Tell the students:

> It is important to remember how important choosing to practice is in order to improve at something. This activity will give us practice learning the way this works.

Ask the group the following questions:

> How did you feel the first time you rode a bike?
>
> What happened after you rode the bike over and over again?
>
> How far did you hit the ball the first time you played?
>
> Can you hit it farther now? Please explain.

Next discuss the following question:

> Is it true that the bigger and older you are the better you can do things? Or would you suggest another answer? Do we all improve at the same rate? Do we all improve as fast or as slow at everything we do?

Have students think of an activity to do (throwing a ball into the wastebasket, putting a jigsaw puzzle together, etc.). Then divide the students into groups. Have the group record the time required and the accuracy achieved each time the activity is done by a group member. Decide ahead of time how many trials there will be. Have the students do the same activity the next day. Check their improvement. Discuss the role practice played in their results.

**Materials:**

Jigsaw puzzles
Word games
Ball

319

Notes:

- Decision Making Problem Solving -

# EXPERIENCE A STORYTELLING CIRCLE

**Purpose:** Help students learn the steps they need to take before they make a choice.

Duplicate and cut one set of the Student Role Cards below for each group. Have the students form groups. Give one set of role cards to the students in each group so they know their roles in the activity.

Determine a topic for the students' storytelling. Ask students in each group to select one role card. The student with the #1/#6 card begins the activity. The students proceed in order around the choosing circle to complete their storytelling step. After completing the circle, the student with the #1/#6 card carries the story to another decision point. Repeat the steps for 15 minutes or a designated time.

The storytelling steps used are as follows:

1. The first child takes the story to a point of decision.
2. The next thinks up alternatives.
3. The third suggests the consequences of the alternative.
4. The next makes a choice.
5. The following person tells the results.
6. Then the next carries the story along to another decision point and the cycle is repeated.

Student Role Card Sets

| | |
|---|---|
| 1. Create a decision in the story.<br>6. Carry the story to another decision point. | 2. Determine alternatives. |
| 3. Determine consequences of the alternatives. | |
| 4. Select a choice. | 5. Tell the results. |

Materials:

Student role cards

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**Notes:**

**Decision Making - Problem Solving**

# HELPFUL OR HURTFUL GAME

**Purpose:** Help students learn strategies for making helpful choices.

Tell the students:

> It is important to learn ways to increase the number of helpful choices we make. This activity helps you practice learning more ways.

Ask the group to determine if the following statements are helpful or hurtful:

Do your best.

Don't work so hard.

Remember what the teacher said.

Teacher isn't looking.

Don't bother to put it away.

No one will know.

Put it back where you found it.

Be sure all of the pieces are there when you put it away.

That's good enough.

Hurry up and get done so you can play.

Take your time and do a job well.

Ask students to relate the ideas from the activity to various life situations.

**Materials:**

None

321

# HELPFUL BEHAVIOR ART

**Purpose:** Help students learn the possible consequences of making helpful choices.

Tell the students:

> It is important to think about the consequences before we make a choice. This activity will give us practice learning the way this works.

Have the students draw a picture of a friend at school showing helpful behavior.

Ask the students to share their pictures with the group.

Determine ways students can help each other make more helpful choices.

**Notes:**

**Materials:**

Drawing paper
Drawing supplies

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**Notes:**

Decision Making - Problem Solving

# HONESTY CONTRAST

**Purpose:** Help students learn the consequences and feeling choices that can result from dishonesty.

Tell the students:

> It is important to think about the consequences before we make a choice. This activity will give us practice learning the way this works.

Discuss with the group the meaning of the term dishonest.

Have them draw a picture of someone who is doing something dishonest. Next have them draw a picture of something that the person could do instead.

Give each student an opportunity to tell about the picture and to discuss the feelings of the people involved.

Also, discuss the consequences of the action, whether or not the person is caught.

Ask the students to relate the activity ideas to other life situations.

**Materials:**

None

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Decision Making
Problem Solving

# THE IMPACT OF EMOTIONS ON LEARNING

**Purpose:** Help students learn about the ways their feeling choices affect their learning.

Tell the students:

> It is important to learn about the way our feeling choices affect our learning. This activity will give us practice learning the way this works.

To help the students understand the role emotions play in learning, announce at the beginning of the day that each student will keep a journal for the day. In the journal, students might mark down the different emotions they have felt while attending school that day. For example, they might have felt happy or worried about learning something new. They may have felt tired, so paying attention was difficult.

At the end of the day or the next morning, discuss the influence of emotions on learning. For example, does being excited about learning a particular subject help a student learn it faster or more thoroughly? If a student is worried or excited about a topic other than the one being discussed in class, is it harder for him or her to learn? Do different times of the day have an effect on his feelings–for example, morning, afternoon, or just before lunch? Are there times when emotions do not affect learning at all?

Ask students to determine the times of the day and the emotions that support learning

**Notes:**

**Materials:**

None

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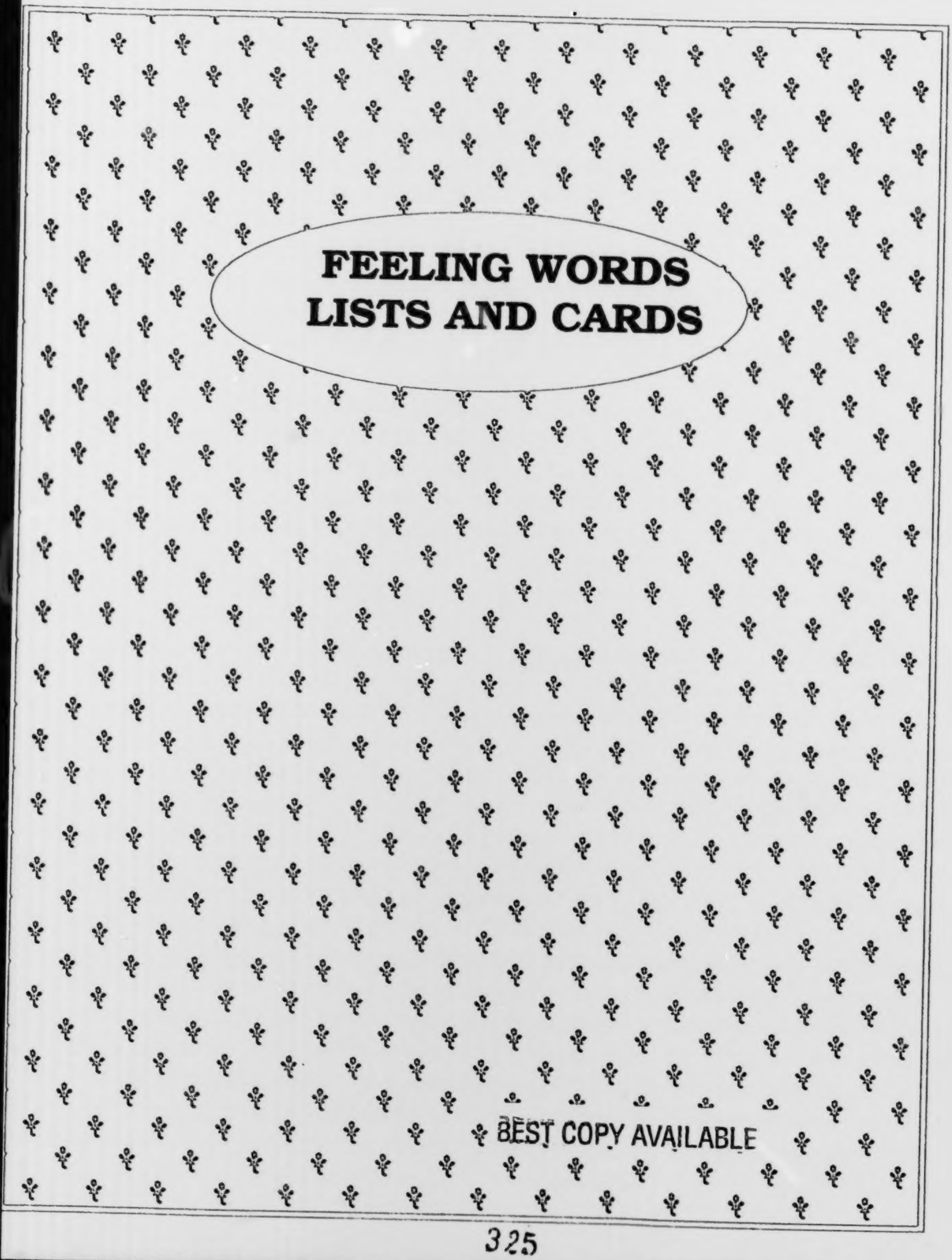

# FEELING WORDS
# LISTS AND CARDS

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- Activity Sheet -

# Feeling Words

## List I

happy
mad
sad
glad
angry
worried
afraid
helpful
hurtful
important
proud

safe
lonely
jealous
alone
upset
loved
hurt
kind
cruel
sure
excited

merry
ashamed
pleased
beautiful
ugly
unsure
outraged
trusting
trusted
fat
skinny

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- Activity Sheet -

# Feeling Words

## List II

- obnoxious
- pride
- embarrassed
- joyful
- anxious
- cooperative
- fascinated
- sadness
- confident
- frustration
- indifferent
- sensuous
- playful
- childish
- fear
- weak
- startled
- guilty
- high
- trapped
- furious
- selfish
- hysterical
- confused
- desirable
- interested
- melancholy
- cold
- competitive
- astounded
- tired
- freedom
- bored

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- Activity Sheet -

# Feeling Words

## List III

uncooperative
unlucky
stupid
unselfish
unpopular
creative
courteous
dishonest
brave
pessimistic
determined
suspicious
disobedient
friendly
impolite
obedient
popular
pouty
sassy
strong
lucky
cheerful
bright
bold
cautious
energetic
honest
insecure
lazy
optimistic
unkind

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| | |
|---|---|
| **Happy** | **Mad** |
| **Sad** | **Glad** |
| **Angry** | **Worried** |
| **Afraid** | **Helpful** |
| **Hurtful** | **Important** |

| | |
|---|---|
| **Proud** | **Safe** |
| **Lonely** | **Jealous** |
| **Alone** | **Upset** |
| **Loved** | **Hurt** |
| **Kind** | **Shy** |

| | |
|---|---|
| Obnoxious | Sensuous |
| Hysterical | Pride |
| Fear | Cruel |
| Childish | Startled |
| Courteous | Strong |

| | |
|---|---|
| **Determined** | **Desirable** |
| **Weak** | **Anxious** |
| **Cold** | **Cooperative** |
| **Dishonest** | **Lazy** |
| **Fascinated** | **Guilty** |

| | |
|---|---|
| **Competitive** | **Melancholy** |
| **Joy** | **Interested** |
| **Confused** | **High** |
| **Astounded** | **Confident** |
| **Trapped** | **Tired** |

| | |
|---|---|
| **Frustration** | **Furious** |
| **Free** | **Indifferent** |
| **Selfish** | **Bored** |
| **Beautiful** | **Playful** |
| **Optimistic** | **Pessimistic** |

| | |
|---|---|
| **Embarrassed** | **Fat** |
| **Ashamed** | **Merry** |
| **Pleased** | **Skinny** |
| **Suspicious** | **Excited** |
| **Ugly** | **Unlucky** |

**Outraged**

**Trusting**

**Sure**

**Cheerful**

**Popular**

**Unsure**

**Trusted**

**Brave**

**Disobedient**

**Honest**

**Bright**

**Stupid**

**Friendly**

**Bold**

**Unselfish**

**Obedient**

**Energetic**

**Creative**

**Sassy**

**Pouty**

**Create your own Feeling Words Cards.**

# - Activity Sheet -

**Creative**
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# - Activity Sheet -

**Creative**
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All Succeed
When We
Grow
with
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*Quality Programs, Materials, and Training That Work!*

Dr. Tommie R. Radd

**Dr. Tommie R. Radd** works with professionals who want guidance systems that really work. She has been an internationally known and widely respected guidance expert in education and counseling for over 30 years. *Teaching and Counseling for Today's World,* a book she authored, outlines in a practical manner what students need to know to be successful. As creator of **The Grow With Guidance® System** and **The Grow With Guidance® System Training**, Dr. Radd has designed a time-tested guidance system and training program that effectively educates professionals in its use.

Dr. Radd lectures throughout the United States and abroad at conferences and workshops on many topics, including comprehensive developmental guidance programs, academic achievement and success, classroom behavior management, school-to-career programs, character education, self-concept, teacher/counselor effectiveness, and many prevention programs such as drug-free and safe schools. She consults and collaborates with school districts and education departments nationally and internationally in the areas of innovative school organization and school guidance and counseling. Dr. Radd adapts her presentations to meet the needs of individual school districts or education groups..

Dr. Radd has facilitated thousands of students' progress in developing stronger self-concepts, other awareness, self-control, decision-making/problem-solving skills and group cooperation. *Counseling Children (5th Edition)* includes the self-concept process she developed, integrating self-concept into life skill education.

Dr. Radd is professor of Counselor Education at the University of Nebraska at Omaha. She holds a doctorate in elementary education curriculum and instruction with specialization in administration from the University of Akron. She is a licensed professional counselor and holds National Board Certification and numerous counseling, teaching, and administrative certifications. Dr. Radd has written more than 35 publications and has presented at numerous state, national, and international programs and conferences.

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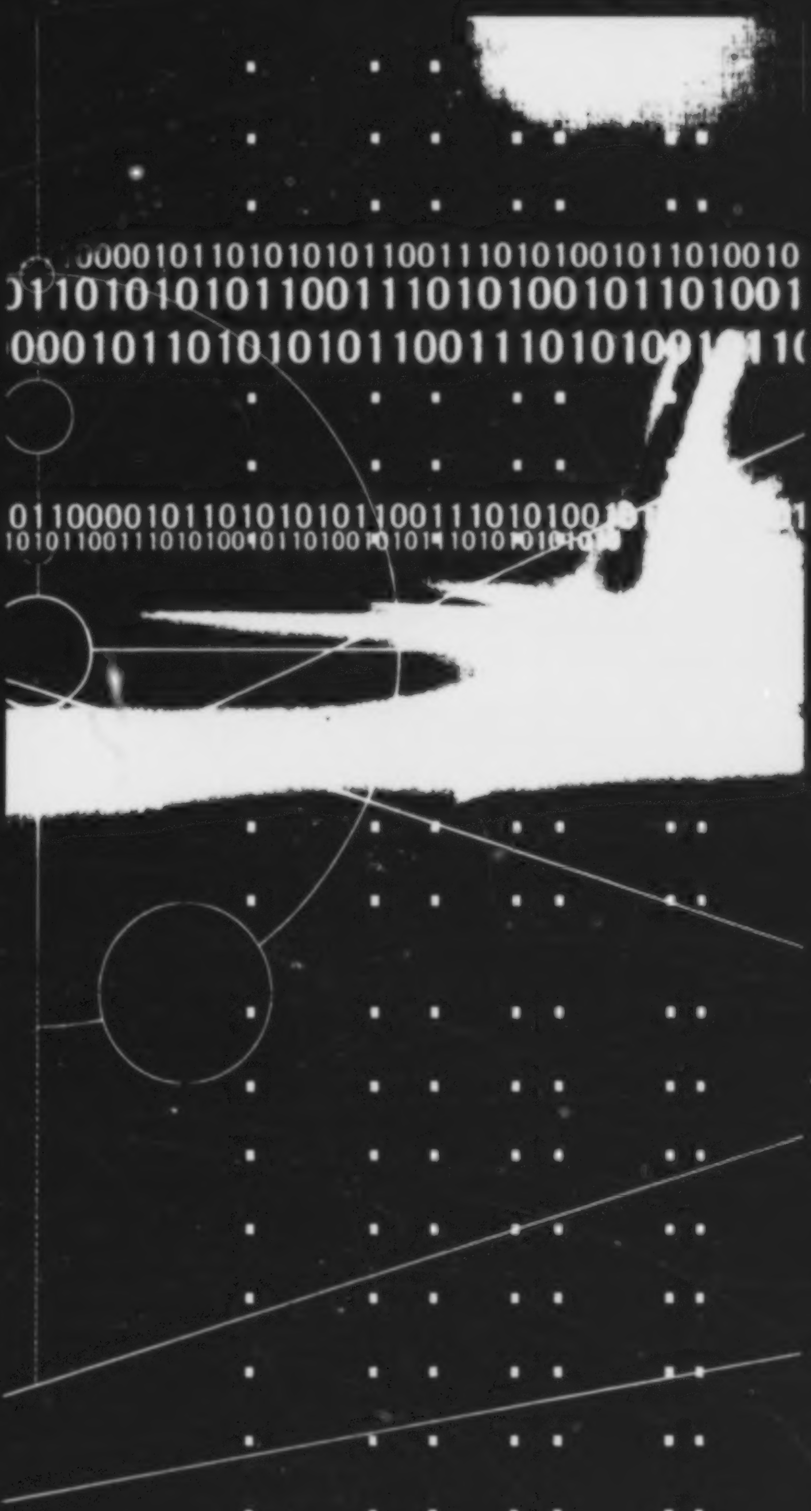

# CLASSROOM AND SMALL GROUP ACTIVITIES

## FOR TEACHERS, COUNSELORS, AND OTHER HELPING PROFESSIONALS

VOL. II

Pre-K–12 & Beyond

Other Awareness

Self-Control

Group Cooperation

*Tommie R. Radd, PhD*

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Grow
with
Guidance®

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# PREFACE

Dear Professional,

I'm excited to offer you *Classroom and Small Group Activities for Teachers, Counselors, and Other Helping Professionals: Volumes I and II.* These books are designed to provide valuable, supplemental materials that can really make a difference in the quality of your programs. I welcome your questions and feedback. You may contact me at gwg@allsucceed.com or on the Web at www.allsucceed.com. Please let me know if I can be of assistance. My goal is to support your success.

Best wishes,

Tommie R. Radd

Tommie R. Radd, PhD

# INTRODUCTION

*Classroom and Small Group Activities for Teachers, Counselors, and Other Helping Professionals: Volume II* is a book of classroom and small group activities for pre-K–12 and beyond. Volume II includes over 250 activities and activity sheets (where appropriate) in the strand areas of Other Awareness, Self-Control, and Group Cooperation. Volume I includes over 250 activities and activity sheets (where appropriate) in the strand areas of Self and Decision Making/Problem Solving. Both volumes are designed for use in areas of the school educational and counseling programs and may be supplements for *The Grow With Guidance® System* or your comprehensive, developmental guidance and counseling program. The special features of this book are described in the following sections.

## Flexibility and Use in Different Program Settings

- **Classroom Group Guidance:** The activities are ideal for classroom use as a supplement for your pre-k–12, developmental classroom group guidance portion of the program. *Classroom and Small Group Activities for Teachers, Counselors, and Other Helping Professionals: Volumes I and II* are in the same strand areas as *The Grow With Guidance® System* activities. They do not include the goals, competencies, results, and evaluation plan that the System activities include. *The Grow With Guidance® System* and *Classroom and Small Group Activities for Teachers, Counselors, and Other Helping Professionals: Volumes I and II* strand areas are congruent with the guidance and counseling program requirements of most state and national models.

- **Groups:** The activities are ideal for all types of small and large group programs, including small group counseling.

- **Individuals:** Some activities are appropriate for use in individual counseling sessions or for individual follow-up after classroom group guidance, small group counseling, and other types of small and large group experiences.

- **Family and Other Adult Groups:** Many activities are appropriate for use with various parent and other adult groups.

## Special Topics and Group Programs

Volumes I and II can be incorporated into programs and groups for all of these special topics: Academic Achievement, School-to-Career, Drug-free Schools, Safe Schools, Character Education, Social Skills, Invitational Education, Bullying and Harassment, Peace Education, Cooperation, Special Needs Students, and many others.

**Pre-K–12, and Beyond**

*Classroom and Small Group Activities for Teachers, Counselors, and Other Helping Professionals: Volumes I and II* include activities that can be used with, and would appeal to, a broad range of age groups.

**Over 250 Activities in Each Volume**

There are over 250 activity choices each for Volumes I and II. The wide range of quality activity options is a great value.

**Easy-To-Use Book Format**

*Classroom and Small Group Activities for Teachers, Counselors, and Other Helping Professionals: Volumes I and II* have an easy-to-use design that allows you to duplicate activities and activity sheets easily and quickly. The table of contents clearly lists activities by strand so that you can find them easily.

**Easy-To-Use Activity Format**

Each activity page includes the activity strand area (e.g., Other Awareness), a statement of Purpose, Materials needed, and clear directions for easy use. Activity sheets are located next to the corresponding activity page.

**Special Feeling Words Lists and Cards Section**

*Classroom and Small Group Activities for Teachers, Counselors, and Other Helping Professionals: Volumes I and II* include a special Feeling Words Lists and Cards section that are used with specific activities. These pages can also be used as an option or as a resource for other activities. In many cases, the words may be used as both feeling and descriptive words. A general feeling words cards page is included at the back of the book so that students can write additional feeling and descriptive words.

**Unique Creative Corner Feature**

It is important to develop student creativity and higher-ordered thinking. Many activity sheets include a Creative Corner section that students can use to develop creative expression of the activity purpose (students are asked to draw or express themselves in these sections of the activity sheet). General Creative Corner activity pages are included at the back of the book for use with any activity where additional student support and follow-up is desired.

## Cooperative Approach and Focus

*Classroom and Small Group Activities for Teachers, Counselors, and Other Helping Professionals: Volumes I and II* were created to support cooperation. All activities provide opportunities for students to cooperate with each other. There is a clear expectation for students to acknowledge and treat themselves and others with a respectful and cooperative spirit. Most activities can be implemented easily in a cooperative learning process and structure. The activity games are student-friendly; most games include an option for the activity to be organized based on a cooperative model.

## Service Learning

Several activities include service learning projects as possible applications of the activity concepts. These activities provide additional opportunities for students to apply activity skills and to bring their activity experiences to life situations.

## Integration of Technology

Many activities can be integrated with electronic learning initiatives and numerous technical applications (specific instructions for the integration of technology are not included due to the different resources and to the fast moving nature of technology). The activities that include newspapers, magazines, pictures, video tape and audio tape recorders, art supplies, drawings, and reference information materials can easily accommodate technology integration.

# OTHER AWARENESS

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## *Other Awareness:*

***An awareness of the needs of others; a willingness to acknowledge them and to function accordingly.***

***An awareness of the uniqueness and differences of people.***

***The ability to define and describe feelings related to personal experiences.***

## - Other Awareness -

# MANNERS IN ACTION

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Discuss with the class the importance of manners and how they help one to succeed both at home and at school.

Discuss with the group the meaning of the Golden Rule.

Ask the students to brainstorm and list on the board rules of courtesy for the class to follow at home and at school, such as:

1. Let others talk without interrupting.
2. Excuse yourself if you walk between two people.
3. Say, "Please" and "Thank you."

Role-play each of the manner suggestions and determine the best times to use that manner. After each role-play, ask the students to share ways that behavior may help them get along better with others. Discuss their feelings about the behavior.

Ask students to have a "Manners Check-Up" to determine how they are doing. Encourage family input as appropriate.

**Notes:**

**Materials:**

None

**Notes:**

- Other Awareness -

# INFORMATION SHARING

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Have the students tell the group how the following people do things to help others:

- doctor
- teacher
- truck driver
- secretary
- student
- parent
- police officer
- nurse
- firefighter
- librarian

Ask students to find additional information about each and share the information with the group. Ask students to determine the characteristics that help the persons do their jobs.

Select additional people to add to the list as appropriate for the group.

**Materials:**

Resource information

## - Other Awareness -

# OTHER PERSPECTIVES

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Divide the group into three smaller groups, naming one "elves," another "giants," and the last "norms." Tell the elves to imagine that they are no bigger than their thumbs and ask the giants to imagine that they are tall enough to reach a cloud. The norms remain just as they are.

Give copies of three cards to each group. One card would read, "Describe a big garden of flowers." Another would read, "Describe a cow." And the third card would read, "Describe a tree."

After allowing time for discussion, call on a spokesman for each group to describe the first card, then proceed to cards 2 and 3.

The accuracy of each group's perspective is not as important as the effort put into "seeing" the object in terms of its size. (Have students switch groups to give all the opportunity to be in each group.)

Discuss viewpoints and perspectives. Expand with more empathic-evoking challenges (i.e., describe most likeable, most quiet, etc.).

**Notes:**

**Materials:**

Three sets of three directions cards

**Notes:**

## - Other Awareness -

# PERMISSION TO SEARCH

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Select a student judge who will issue search warrants.

Ask half of the students to leave the room.

The other half of the group hides an object in one of the desks in the room. The rest of the group comes in and asks for clues to the hiding place. Such clues as "It's in one of the desks by the windows" might be given.

If a student thinks he knows the hiding place, he asks the judge for a warrant that gives permission to look in one of the desks.

He describes his reasons for thinking the object is in a certain desk, and the judge decides whether he receives a warrant. This continues until the object is found by a student, who then becomes judge.

After the game has been played, describe a case that was thrown out of court because evidence was collected without a warrant. Was dismissal of the case fair? Did it protect anyone's rights?

This might lead to a discussion on the rights of everyone involved in search warrants and search and seizure.

**Materials:**

None

# FRIENDSHIP FACTORS

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn more about the needs of others. Please listen, follow directions, and participate.

"Best friend" is a phrase commonly heard by people of all ages. Ask the students to discuss the advantages and disadvantages of having a best friend.

Explore in depth the idea of possessiveness; that is, some people feel that their best friends are theirs and theirs alone. They are extremely possessive and jealous if others want to be friends with "their" friend.

Point out the unfairness of this attitude and discuss reasons that someone may choose to feel this way.

Suggested questioning:

1. What is a best friend?
2. Describe your best friend, including positive qualities.
3. How are you a best friend?
4. Explain ways of having more than one friend at a time.
5. Explain the benefits of having many friends.

**Notes:**

**Materials:**

None

**Notes:**

- Other Awareness -

# NEEDS IN LYRICS

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

The lyrics of current songs often concentrate on people, their needs, and how their needs are satisfied. Ask the group to suggest songs of this type and to bring in songs to hear. Ask the students to listen to and discuss these songs by asking the following questions:

1. What behavior is being expressed in the song?
2. What needs are expressed in the lyrics?
3. How do the lyrics suggest meeting the needs?
4. How does the individual's behavior affect others?
5. How does the individual's behavior affect him or herself?
6. What may have motivated the composer to write the song?

Provide copies of song lyrics for each student as the song is played.

**Materials:**

Songs and lyrics

### - Other Awareness -

# SEEING THE POSITIVE IN OTHERS

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Discuss with the class the importance of seeing positive qualities in other people as well as in themselves.

Ask for volunteers who are able to see positive qualities in other people and who are willing to talk about these qualities.

The first student begins by saying, "I am thinking about someone in this room. One positive quality about this person is ____________________."

The student continues naming positive qualities until someone identifies the mystery person.

The student who guesses correctly has the next turn.

**Notes:**

**Materials:**

None

**Notes:**

- Other Awareness -

# SUGGESTIONS OR DEMANDS?

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

This game helps students see the difference between a reaction to a suggestion and a reaction to a demand. Tell the students something that one student said in an undiplomatic way.

For example, two students wanted some milk. One student said, "Gimme some milk!" The other student said, "________________________________." (Ask someone to suggest a diplomatic way to say the same thing.)

Continue with other situation examples and statements.

Ask students to determine ways of applying activity ideas in other life situations and determine the effects of giving suggestions on friendships and other relationships.

**Materials:**

None

## - Other Awareness -

# HANDLING FRUSTRATIONS

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Set aside a special place in the room for a board display entitled, Frustrations of the Day. Select a group of students to be responsible for writing serious answers to the frustration letters of their classmates. The answers could include some alternative solutions and their effects.

The frustrated person could then look at the effects of each response and choose a solution he or she considers appropriate. The board could work like this:

> On the board, have a box marked Frustrations of the Day. Students can place their frustrations in the box. Each frustration may be posted and numbered.
>
> Replies to the frustration can be placed in another box attached to the board and marked Possible Alternatives. Emphasize that the job of resolving frustrating situations is serious business and needs to be handled as such.

When possible and appropriate, suggestions may be read aloud and discussed.

**Notes:**

**Materials:**

Frustration box
or envelope
Alternative box
or envelope
Optional:
Bulletin board

Notes:

# POSITIVE EXPECTATIONS

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Help students see the helpful results that a positive expectation can produce. Have them role-play the suggestions below. Discuss each situation with the students for suggestions on possible actions and reactions, and then let them assume roles. It is interesting to portray both the positive and negative approach to the problem.

1. You want to play with the game at break time. Someone else has it.
2. You want to go out and play with your friends. Your mother said to clean your room first.
3. You want to go to the store with your mother. She hasn't said you could go.
4. You want to use your friend's new skates. Your friend wants to watch you, but has to do dishes first.

Ask students to determine ways of applying activity ideas to other situations.

**Materials:**

None

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### - Other Awareness -

# A BUDDY TO HELP OTHERS

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Whenever possible, develop activities to encourage cross-age helpers. The students are encouraged to become involved with tutoring, playing games, talking, and other activities that bring together older and younger students.

This activity is very helpful in developing the quality of respect for others in both older and younger students.

**Notes:**

**Materials:**

None

**Notes:**

- Other Awareness -

# POSITIVE INTRODUCTIONS

**Purpose:** Help students to learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Discuss with the class group how respecting others shows growth in maturity. One way to show respect for others is knowing how to make introductions. Ask the students to pair off and interview one another to discover unique qualities about each other.

After the interviewing is completed, ask the group to form a large circle. Taking turns, each student of the pair introduces his or her partner, stating one positive fact learned from the interview.

Proceed until everyone has been introduced.

**Materials:**

None

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## - Other Awareness -

# WHICH SIDE IS BEST?

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

To demonstrate how conflicts between individuals or groups can stem from propaganda, divide the group in half and ask one-half to find articles in favor of a certain issue and the other half to find articles against it.

Ask the group to choose an issue significant to their community or one that is relevant to an issue they are studying.

Divide the board between a pro and a con side. Students who bring in articles can record on the appropriate side of the board points made in the article.

Afterward, ask students to work together to determine how the articles could affect attitudes.

Students can role-play what would happen if readers of only the pro articles began talking to readers of only the con articles. Some students could play readers of both kinds of articles and enter the argument.

After the activity, the group might be encouraged to discover methods of avoiding conflicts from reading one-sided accounts of an issue.

**Notes:**

**Materials:**

None

**Notes:**

**- Other Awareness -**

# SENDING MESSAGES

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Words are only one way to send messages. Ask the students to compile a list of other ways we tell each other things. Select one or more of the examples and ask students to share as many ways as possible to send the message. Ask students to practice sending that message to others in the group.

1. Name all the ways people are told to "stop!"
2. How many individuals in the class can say, "I like you" in a way that is different from everyone else's way?
3. Describe all the ways you can think of that grown-ups use to tell you that you are bad or wrong.
4. How many ways could you ask someone else for help.

Then have students compile a list of additional examples and ways we ask and tell each other things. For each way compiled, have students determine their feelings if others send the messages to them or if they send the messages to others.

**Materials:**

None

373

## - Other Awareness -

# EFFECTIVE LISTENING

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Have a group discussion about the importance of being an effective listener. Ask how the students feel when they say something important and no one is listening. A few volunteers may respond.

Mention that two basic ideas for effective listening are

1. look at the person who is talking, and
2. tune in to what is being said.

Students are asked to repeat these two ideas. The class is then divided into pairs consisting of a talker and a listener. The talkers repeat the basic ideas for effective listening and disclose something about themselves, such as a hobby or favorite TV show.

The listeners attempt to repeat satisfactorily what the talkers have said. The roles of talker and listener are then reversed.

If time allows, partners are changed and the exercise is repeated.

**Notes:**

**Materials:**

None

**Notes:**

- Other Awareness -

# RELATING TO OTHERS

**Purpose:** Help students learn to define and describe experiences and feelings related to personal experiences with others.

Duplicate and distribute the Relating To Others activity sheet.

The following open-ended sentences might be used for group discussion, for individual conferences, or as topics for drawings or writing paragraphs or brief stories.

1. One reason that people sometimes do not understand each other is __________________________________.
2. When I am not able to communicate with someone, I __________________________________________.
3. The way I feel about communicating is ______________.
4. One way to help someone understand is _____________.

Ask students to use the Creative Corner to draw or express ideas and feelings about one of their answers.

When students have completed their activity sheet, discuss the various endings with the group.

**Materials:**

Activity sheet

- Activity sheet -

# Relating To Others

Complete the following sentences:

1. One reason that people sometimes do not understand each other is ______________________________.
2. When I am not able to communicate with someone, ______________________________.
3. The way I feel about communicating is ______________________________.
4. One way to help someone understand is ______________________________.

Use the Creative Corner to draw or express ideas and feelings about one of your answers.

Creative
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Notes:

- Other Awareness -

# RESPONSIBILITY FOR OTHERS' EXPERIENCES

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

To give the students the experience of being responsible for another person, start by dividing the class into two groups—A and B.

Pair a member of Group A with a member of Group B. Tell Group A that they are responsible for Group B. They will have to get out Group B's books and pencils, turn the pages for them, answer questions directed to them, and at the same time do these things for themselves. Group B is only responsible for paying attention.

After a period of time, switch responsibilities, making students in Group B the responsible ones and students in Group A the helpless ones.

After the activity is completed, have the group discuss the following:

> How did it feel to have someone else take care of your responsibilities?
>
> Did the person handle them as well as you could have?
>
> Did it cause any problems? Please explain.
>
> How did it feel to take over someone else's problems?

**Materials:**

None

377

- Other Awareness -

# WHAT DO YOU WISH?

**Purpose:** Help students to learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Have the students write and illustrate their own "I wish I were . . ." stories without signing their names.

After the stories have been written, redistribute them and have them read aloud. (If this could be embarrassing for some students because of reading or writing difficulties, read them yourself or make sure they are read by students who will not emphasize the mistakes.)

After each story is read, have the group discuss:

1. Reasons a student might wish to be what is suggested in the story.
2. What the student might do to realize the wish.
3. How realistic the expressed perception, wishes, and intentions have been illustrated.

Ask students to determine ways of applying the activity ideas to other situations.

**Notes:**

**Materials:**

Drawing paper
Drawing supplies
Stapler

**Notes:**

## - Other Awareness -

# ELECTION EXPERIENCE

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Hold a mock election. Choose two pairs of students to be the nominees or have the class nominate two pairs or students.

The pairs visit each student and promise to give certain rights if elected. If the rights offered by one pair mean little or nothing to the student, he or she might find those offered by the other pair more appealing. In other words, the student needs to decide which rights are most important to him or her.

After each student has been seen by each pair, hold the election. After the election, a discussion can be held to determine the reasons that one pair won over the other; that is, which rights were more important than others.

**Materials:**

None

# HELPING EXPERIENCES

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Discuss with the group a variety of things that we can do to help other people simply because they need help, not because we expect payment. If the students have trouble identifying possibilities, start them off by listing:

1. Playing with young children so that their mother can do something she has been wanting to do.
2. Reading to or playing with someone confined to bed.
3. Watering the lawn for someone on vacation.
4. Shoveling snow for someone.

Ask the students to perform such a task by a certain time.

After the time has elapsed, have them discuss their experience and their feelings about it.

**Notes:**

**Materials:**

None

**Notes:**

## - Other Awareness -

# LEARNING ABOUT SHARING

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Duplicate and distribute the Learning About Sharing activity sheet.

Ask students to complete the activity sheet and respond to such questions as:

1. What are some things your parents, brothers, sisters, teachers, or other students share with you?
2. What are some things you like to share? Please explain.
3. What are some things you do not like to share? Please explain.
4. Sharing can be fun because ______________________.
5. Sharing is not fun because ______________________.
6. Name some things people share that you cannot see.
7. Tell some other ways that you think sharing could help our classroom run better.

**Materials:**

Activity sheet

381

- Activity sheet -

# Learning About Sharing

Please complete the following:

1. What are some things your parents, brothers, sisters, teachers, or other students share with you?

2. What are some things you like to share? Please explain.

3. What are some things you do not like to share? Please explain.

4. Sharing can be fun because ______________________________.

5. Sharing is not fun because ______________________________.

6. Name some things people share that you cannot see.

7. Tell some other ways that you think sharing could help our classroom run better.

Notes:

- Other Awareness -

# POSITIVE FEEDBACK

**Purpose:** Help students to learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Discuss with the group how people are all different but that there are positive traits in all of us.

Put the name of everyone in the class on separate slips of paper and put them in a container. Ask each student to draw a name, one at a time.

When the student draws a name, he or she tells something he or she likes about that person.

This encourages students to respect others and provides an opportunity for all to find and hear positive things about them.

Ask students to determine the effects that hearing this positive information may have on:

1. friendships
2. feelings of self-worth
3. respect for other people

Ask students to determine other ways of applying activity ideas.

**Materials:**

Slips of paper
Container

383

## - Other Awareness -

# LEADERSHIP

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Many leaders in the world are men. When a mixed group of men and women get together, a male may be chosen to be the chairperson or the president. This activity touches on the issue of leadership and women. Divide the students into groups of four, mixing boys or men and girls or women in each group and tell them the following:

> Your group has two tasks to complete. A boy or man is to be the group leader for task one and a girl or woman for task two. Take only 10 minutes for each task; appoint someone to watch the time. Go as far as you can with each task.
>
> Task one: Write a list of three or more reasons for supporting the nomination of a woman for the next election for president. Number the reasons to show the order in which each reason is likely to be convincing.
>
> Task two: Write a list of three or more changes that have occurred in work or in society that have encouraged some women to seek more equality with men. Then number the changes to show their importance.

Have a group discussion about what they have learned about leadership and women after the tasks are completed.

**Notes:**

**Materials:**

None
Optional:
Reference
Information

**Notes:**

- Other Awareness -

# PEOPLE INFORMATION

**Purpose:** Help students to learn the uniqueness and differences of people.

Duplicate and distribute the People Information activity sheet.

At the top of each square, ask students to write the name of another student in your group. In the big part of the square put:

1. A √ if the person likes to play the same kinds of games you do.
2. A ☐ if the person does about the same kind of work in school as you do.
3. An × if the person lives on your block.
4. A Δ if you would like to invite that person to your house to eat dinner.
5. A ○ if you would like that person to play on your team or with you.

| | | | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

Example:

| Bob |
|---|
| Δ ○ × |

Discuss with the students the information they gathered. Do all the boxes look the same? Please explain.

**Materials:**

Activity sheet

- Activity sheet -

# People Information

At the top of each square, put the name of another student in your group. In the big part of the square put:

1. A √ if the person likes to play the same kinds of games you do.
2. A □ if the person does about the same kind of work in school as you do.
3. An × if the person lives on your block.
4. A Δ if you would like to invite that person to your house to eat dinner.
5. A ❍ if you would like that person to play on your team or with you.

| | | | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

Example:

| Bob |
|---|
| Δ ❍ × |

**Notes:**

### - Other Awareness -

# MYSTERY FRIEND

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Discuss ways of showing friendship to each other in the room. Ask students to think of as many new ideas as possible. List their ideas on the board.

Ask students to put their names on pieces of paper for a drawing. Ask four volunteers to draw names.

Tell the volunteers the following:

> The slip of paper you have just drawn contains the name of your mystery friend for the day. You are not to tell whose name you have, but during the day you are to do three or four friendly things for that person because he or she is your mystery friend for the day. At the end of the day, I'll ask you to tell us who your mystery friend is and what you did.

Near the end of the day, ask the four volunteers to reveal the names of their mystery friends. Ask each volunteer to explain things they did for their mystery friend and how they felt doing those things.

Ask each friend the following:

> Did you know you were a mystery friend?
> How did you find out?
> How did you feel?

Repeat the activity so that everyone has an opportunity to be and to treat a mystery friend. Ask students to determine ways of applying the ideas generated from this activity to other situations.

**Materials:**

Slips of paper

### - Other Awareness -

# STUDENT SING-A-LONG

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Ask the students to use the melody of the song, *Mary Had A Little Lamb*, and improvise some words that point up a positive characteristic of someone in the group. Sing a verse such as "Mary has a lot of friends." The students guess who the student is and then sing it back, inserting the student's name.

Example:

Peter has a lot of friends.

Some possible verses:

Someone always shares his toys.
Someone has a lot of friends.
Someone is a hard worker.
Someone is a dependable helper.
Someone is a friendly person.
Someone is a deep thinker.
Someone never shoves in line.
Someone always sings so happily.
Someone takes turns very well.
Someone learned to tie his shoes.

Students may want to write their own melody and positive characteristic lyrics and teach the song to the group.

**Notes:**

**Materials:**

None

**Notes:**

- Other Awareness -

# THE HELPFUL WAY TO SAY IT GAME

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Let the students role-play the helpful way to tell someone and the hurtful way to tell someone:

to help you do something

that he or she is not to play in a certain way

that you don't want to play or get together today

that he or she is not playing or acting fairly

Students may think of additional activities. Ask students to determine their feelings toward the other people in each example. Ask students to determine how helpful and hurtful ways of telling effects getting along with others.

Ask students to determine various applications to the ideas generated from this activity.

**Materials:**

None

### - Other Awareness -

# ACKNOWLEDGING OTHERS

**Purpose:** Help students to learn the uniqueness and differences of people.

Duplicate this page of positive phrases, cut the phrases apart, and distribute them to the class.

Ask each student to give his or her phrase to persons the phrases describe. Since all statements are positive, each person could have some feelings of achievement and recognition. The students may share their phrases and tell what behaviors encouraged them to present a particular phrase to a particular person.

| | |
|---|---|
| Excels in sports | Is always happy |
| Enjoys helping others | Smiles at everyone |
| Is an effective listener | Is a reliable friend |
| Has a fun sense of humor | Is an effective leader |
| Handles responsibility | Never gives up |
| Does well in art | Is dependable |
| Says kind things about others | |

**Notes:**

**Materials:**

Duplicated page

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Notes:

## - Other Awareness -

# INTERDEPENDENCE

**Purpose:** Help students to learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Ask students to name an item, such as a newspaper or a carton of milk, that is common to their way of life.

Ask students to think about all the people it takes to get the named item from its beginning to their homes.

Write on the board all the responses given by the class.

When the lists are complete, erase just one of the categories named, like delivery person, and have the class discuss what would happen if just one person in the entire process did not do his or her job.

Ask students to discuss the following:

1. What is important about the job?
2. Explain the way interdependence fits in work situations.
3. Explain the way interdependence relates to a family.
4. Explain the way interdependence relates to relationships with other students.

Ask students to determine other applications of ideas generated from this activity.

**Materials:**
None

## - Other Awareness -

# UNDERSTANDING NEED BLOCKS

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Analyze specific situations by describing the needs and determining which factors are blocking having those needs met. This activity may be done in small groups or in a large group.

**Sample Chart**

| Situation | Needs | What is Blocking Needs |
|---|---|---|

Determine the needs and what is blocking the needs in each of the following situations:

> Jim has been getting into fights with all of the boys in this class. He has no one to play with at home or at school.
>
> Sally was having trouble concentrating on her work. She had not eaten any breakfast and had gone to bed late the night before.

Make up other situations as appropriate with the group.

Ask the students to give situation suggestions based on their experiences.

**Notes:**

**Materials:**

None

**Notes:**

## - Other Awareness -

# SUPER SPORTSMANSHIP

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Discuss with your class group the meaning of "super sportsmanship."

Examples include:

playing fair

sharing equipment

being a "super" winner

being a "super" loser

taking turns

not hurting the feelings of others

Have the students draw cartoons illustrating one example of super sportsmanship and discuss it with the class.

**Materials:**

Drawing paper
Drawing supplies

## - Other Awareness -

# UNDERSTANDING INTERPRETATION DIFFERENCES

**Purpose:** Help students to learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Conflicts often develop from different interpretations of a single situation or event. In some cases interpretations can reflect individual interests. One interpretation is not more valid than another.

People can avoid conflict by learning to recognize and tolerate irreconcilable differences in others. Illustrate by preparing a series of pictures for a contest. Some pictures might show familiar animals or objects. Others could be ambiguous—for example, ink blots or prints of modern art. As the pictures are shown, the students record what they see.

When the students review the pictures aloud, challenge their answers. Dictionaries, textbooks, the Internet, and other information sources can be used to prove their answers for the familiar pictures, but a debate might seem necessary to determine which answers are correct for the ambiguous pictures.

During this activity, encourage students to see that one answer is not more correct than another and that further argument is therefore futile.

Answers for the remaining pictures might simply be enjoyed for their variety.

**Notes:**

**Materials:**

Pictures of familiar animals and objects
Ambiguous pictures

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**Notes:**

- Other Awareness -

# THE RIGHTS OF OTHERS

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Duplicate and distribute The Rights of Others activity sheet.

Ask students to complete the following activity sheet:

1. One right that is important to me is ____________________.
2. It is important to me because ________________________.
3. To me, respect for the rights of others means ____________________________________________.
4. One thing that causes problems about respecting the rights of others is ____________________________________.

Ask students to draw or express additional thoughts and feelings in the Creative Corner.

After all students are finished, they may volunteer to read their endings and give their reasons for choosing those endings.

**Materials:**

Activity sheet

- Activity sheet -

# The Rights of Others

Complete the following sentences:

1. One right that is important to me is ____________________ ______________________________________________.

2. It is important to me because ____________________ ______________________________________________.

3. To me, respect for the rights of others means ____________ ______________________________________________.

4. One thing that causes problems about respecting the rights of others is ______________________________.

Draw or express additional thoughts and feelings in the Creative Corner.

**Creative**
**o**
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**r**

**Notes:**

- Other Awareness -

# BUDDY BUSINESS

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. These activities help us learn ways to know. Please listen, follow directions, and participate.

Activities related to responsibility that utilize the use of buddy partners might include:

1. Discussion between buddies on responsibility:
   What it means to each buddy.
   How important it is to each of them.
   How older and younger students differ in their ability to handle it.
   What responsibility each buddy feels he or she has toward the other.
   Problems they might be having in terms of responsibility to each other.
   How these might be worked out.

2. Consideration of the phrase, "my brother's keeper."
   What it means and where it originated.
   What are some different feelings about it?

3. Setting up a project of any type that would require each buddy to take some responsibility for its completion. All pairs of buddies could meet and decide on types of projects to take on, or each pair could decide on their own.

4. Meeting of all pairs of buddies to discuss responsibility and what each pair thought and did about accepting it.

**Materials:**

None

- Other Awareness -

# WHAT ARE MY RIGHTS?

**Purpose:** Help students to learn and acknowledge the needs and rights of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs and rights of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Discuss with the group the fact that everyone has rights. Read the Bill of Rights or some similar document applicable to all people. Assign for completion an open-ended sentence:

> People forget about my rights when they ____________________
> ________________________________________________
> ________________________________________________.

Ask students to read and discuss the completed sentences and suggest what can be done when the rights of others are forgotten.

**Notes:**

**Materials:**

Optional:
Bill of Rights

**Notes:**

## - Other Awareness -

# RESPONSIBILITIES

**Purpose:** Help students learn to define and describe feelings related to responsibility and personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand the part responsibility plays. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Ask each student to suggest a responsibility for group behavior and explain the reason it would be important to adopt the responsibility for the group.

Next, ask each student to suggest one responsibility that would not be appropriate and explain the reason.

Then discuss whether the latter responsibility could be changed to make it better.

Ask the students to determine the way improvements can be made to the responsibilities.

Ask students to determine ways of applying their ideas to life situations. Ask them to identify their feelings as a result of being responsible.

**Materials:**

None

- Other Awareness -

# FEELING SITUATIONS

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Have students number papers from 1 to 4 and write feelings for each situation.

1. Linda works very hard at school and spends many hours going over her work to make sure that her answers are correct. Today, she got her math paper back and the problem she did for extra credit was marked wrong. She couldn't believe it! How does Linda feel?
2. Aaron likes to play baseball. He played in all of the school games and scored runs in almost every game. He was voted "Most Outstanding Player." How does he feel?
3. Anita's mother taught her how to sew. She made some new pants and a shirt to wear to school. Several girls told Anita that she was wearing the best-looking outfit in school. How does Anita feel?
4. Jay works hard and does well in school. The final exam in math is today. It seems as if the teacher has made it hard. It seems too long to finish before the bell rings. Jay begins to tremble and perspire. How does Jay feel?

Discuss the feeling responses with the group. Ask the group to determine ways to apply the activity ideas to other situations.

**Notes:**

**Materials:**

Optional: Feeling Words Cards beginning on page 296

**Notes:**

- Other Awareness -

# HANDLING DIFFERENT OPINIONS

**Purpose:** Help students to learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Discuss with the students the ways people differ in opinions and how the opinions of others are worthy of understanding and respect.

Then direct every class member to complete the following open-ended sentence:

> The book (program, sport, etc.) I like best is________________
> ______________________________________________.

Have volunteers read their complete sentence to the class and then discuss individual opinions and tell the reason each is worthy of respect.

**Materials:**

None

401

# EMOTIONAL MATURITY

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Have a discussion about growing emotionally as well as physically. Emphasize ways that consideration for other people's feelings helps us emotionally.

Read an incident from a book or story that reveals how a character showed consideration for the feelings of another and thereby demonstrated emotional growth.

Use an appropriate book or other literature that is included in your curriculum for your example.

Discuss the situation with the students and determine ways the example may relate to them.

**Notes:**

**Materials:**

None

**Notes:**

- Other Awareness -

# PROBLEM BOX SUPPORT

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate

Explain this idea as follows:

> All of us from time to time have problems that bother us. Or perhaps we know of a problem that is bothering somebody else. All of us would like to help and give advice about the problem. That is the reason we have the Problem Box. At any time, you may write out a problem that is bothering you and that you would like some help on and slip it into the box. You need not sign the paper. Then, from time to time, I will take a problem out of the box and share it with the class for their thinking. This is your opportunity to share your problems, to have them discussed without anyone knowing that it is your problem. Any questions?

Encourage questions so that the students may be very clear about the purpose of the Problem Box.

If students would like to sign their names but remain anonymous to the other students, be sure to keep that information private. The student who signs his or her name indicates that that is the intention.

**Materials:**

Box

## - Other Awareness -

# SECURITY WITH OTHERS

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Discuss with the class ways to feel secure and comfortable with others.

Without mentioning names, have volunteers tell something they find helpful and something they find hurtful about their peers' behaviors.

Discuss ideas for handling hurtful behavior so students feel secure. Ask students to give alternative helpful behavior suggestions.

Ask students to determine the effect the different behaviors have on friendships and other relationships.

**Notes:**

**Materials:**

None

404

**Notes:**

- Other Awareness -

# SPREAD THE JOY

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Emotions tend to be infectious. For example, when you smile at someone the person often smiles back and feels even better. Sometimes, crying people sadden or depress those around them. Each student might be asked to smile at someone, encourage someone to laugh, or cheer someone up during after-school hours or break time.

The students could demonstrate or describe either in writing or orally not only what happened, but also how they felt after they shared a happy feeling with someone else.

This can also be used in eliciting other pleasant emotional responses.

**Materials:**

None

- Other Awareness -

# DEVELOPING POSITIVE HUMAN RELATIONS

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Discuss with the class group the meaning of human relationships. Include brotherhood, freedom from prejudice, and stereotyping.

Ask students to brainstorm a list of human relations examples.

Divide the students into small groups and have each group role-play episodes showing helpful and hurtful human relationships in appropriate situations.

Ask students to discuss the behavior choices in the role-play and the impact those choices had on the relationships in the role-play.

Ask students to determine ways to apply the ideas generated from this activity to various situations.

**Notes:**

**Materials:**

None

**Notes:**

- Other Awareness -

# APPLYING THE DEFINITION OF AVERAGE

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

The word *average* is misused by many people, and, consequently, many other people understand themselves by seeing how they compare with the "average" person. To help better understand what this word really means, ask the following question:

> Have many of you ever met the average person?

Then follow with these questions:

> What does the average person look like?
> How smart is the person?
> How many friends does the person have?
> What does the person feel about his or her school, home, and so on?

Ask the students to answer these questions. Once they have an assessment of the average person in the group, discuss how valid their kind of assessment is, whether it is important for them to know what the average is, and the reasons. Remind the students that an average is always defined by and bound to a context; this context happens to be the group. A person who is not average in this group might be average in another. An *average* refers not to a person but to an estimate.

Explain this concept to the group.

**Materials:**

None

407

## - Other Awareness -

# IDENTIFY THE MYSTERY PERSON

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Each student can take a turn being a mystery person.

The mystery person could be an important part of the other students' lives, responsible for their health or welfare, or for some service to them; the person could be a doctor, a teacher, a senator, or a mail carrier.

For a slightly different emphasis, the mystery person might be a person from their history, geography, or reading lesson; an Australian Aborigine responsible for the tribe; or Admiral Byrd, responsible for his expedition to the South Pole.

The mystery person gives the group clues to his or her identity, one clue at a time.

The clues will reveal what the student feels that person is responsible for.

After each clue, the group might explain whom or what he represents. Have a discussion after the mystery person is identified to see if the other students felt that the person's responsibilities were brought out in the clues.

**Notes:**

**Materials:**

None

408

**Notes:**

## - Other Awareness -

# EXPRESSIONS ABOUT OTHERS

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

This activity can be done in small groups or with the entire class. Ask one student to select a fellow student (in his or her mind). Then, ask each student to ask a question to determine who the person is and have the person respond with a head nod or short answer after each question.

At that time, the others in the group would guess who he or she is thinking of.

Possible questions:

> What kind of car would this person be?
> What article of clothing?
> What street sign?
> If he were a light bulb, how many watts would he be?
> What color would he be?
> What kind of fruit?
> What animal?
> What material? Piece of furniture? Dessert? Game? Actor or Actress?

It is important that students state the way they see the person being. For example, not this person likes the color green, but what color the other student sees him as being. When the person is guessed, the students can discuss the reasons each student saw him as such; if the other students see him in the same or different terms; and how the student sees himself.

**Materials:**

None

- Other Awareness -

# THE IMPACT OF SMILING

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Ask the students to cut out various smiles from magazines. Together, make a collage using the caption, "Smiles are for everyone."

Discuss how people's smiles are different. Continue with how people show happy feelings in different ways.

The students may volunteer to tell the group how they show their happy feelings.

**Notes:**

**Materials:**

Magazines
Scissors

410

**Notes:**

- Other Awareness -

# UNDERSTANDING YOUR NEEDS

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn ways to know that. Please listen, follow directions, and participate.

Have the students identify, discuss, and define human needs. This definition may be written on the board: a *need* is a lack of something which is essential, desirable, or useful.

Further discussion can delve into:

1. How people satisfy their needs.
2. Differences in the methods used to satisfy needs.
3. Constructive and nonconstructive ways to meet needs.
4. Explain the reasons people might choose a different method.
5. Explain the reason the same method of satisfying a need isn't successful for all people.

Students' suggestions on the meaning of *needs* may also be written on the board. Discussion may follow any new meanings suggested by the class.

**Materials:**

None

411

## - Other Awareness -

# THE IMPACT OF THE BILL OF RIGHTS

**Purpose:** Help students to learn and acknowledge the rights of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Discuss the Bill of Rights with the group. The discussion could concern some of the following questions:

1. Were the amendments in the Bill of Rights important to the people at the time they were written?
2. Explain the reason they felt it necessary to add the amendments to the Constitution.
3. Are they important now?
4. Which rights in the Bill of Rights are most important to you? Please explain.

Can you think of any problems these rights could cause? For example:

1. A newspaper wants to print instructions on how to make a bomb.
2. Some people want to hold meetings to plan a campaign to have the President of the U.S. impeached.
3. A college president wants to post soldiers around his campus.
4. A newscaster wants to exercise his freedom of speech on TV.

Are there examples of times when you feel people need to be allowed to demand certain rights? Are there any examples of times when people do not need to be allowed to demand rights?

**Notes:**

**Materials:**

The Bill of Rights

**Notes:**

- Other Awareness -

# PREJUDICE OR FACT?

**Purpose:** Help students learn the difference between fact and prejudice and its impact on relationship.

Duplicate and distribute the Prejudice or Fact? activity sheet. In the blank provided, write **P** if the statement is prejudiced, **NP** if the statement is not prejudiced, or **CD** if you cannot decide.

_____ 1. She's the one who stole the candy. See the chocolate on her mouth?

_____ 2. He will flunk the test. He usually does.

_____ 3. She has blond hair and blue eyes.

_____ 4. Look at the way he dresses. He must be poor.

_____ 5. I know you'll like her. She's pretty.

_____ 6. Don't play with her. She looks funny.

_____ 7. He can really catch a ball. He has big hands.

_____ 8. Oh, don't choose him. He's too smart.

_____ 9. Of course he was cheating. His book was open, wasn't it?

_____ 10. She is very sly. Look how her eyes are slanted.

Write the definition of *prejudice* on the board (see dictionary). After the students have completed the activity sheet, discuss their answers and the reasons they were chosen.

**Materials:**

Activity sheet

- Activity sheet -

# Prejudice Or Fact?

In the blank provided, write **P** if the statement is prejudiced, **NP** if the statement is not prejudiced, or **CD** if you cannot decide.

___ 1. She's the one who stole the candy. See the chocolate on her mouth?

___ 2. He will flunk the test. He usually does.

___ 3. She has blond hair and blue eyes.

___ 4. Look at the way he dresses. He must be poor.

___ 5. I know you'll like her. She's pretty.

___ 6. Don't play with her. She looks funny.

___ 7. He can really catch a ball. He has big hands.

___ 8. Oh, don't choose him. He's too smart.

___ 9. Of course he was cheating. His book was open, wasn't it?

___ 10. She is very sly. Look how her eyes are slanted.

**Notes:**

## - Other Awareness -

# BULLYING ROLE-PLAY

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Have a group discussion about the problem of bullying. Ask the students to role-play the following situations:

1. The students had all made posters advertising their class play. They were going to vote on the best poster. The best poster would be placed in the school office. Maria knew that her poster was not as well done as some of the others, but she told all the girls if they did not vote for her poster she would not invite them to her party.

2. Juan had a new bike. It was his first mountain bike. He rode it over to his friend Tom's house to show it to him. Tom looked at the bike and said, "It's okay, but it isn't nearly as good as mine," and grabbed the bike. Juan fell off.

3. Jerry had a candy bar in his lunch bag. Chen, who was much larger then Jerry, wanted it. He told Jerry to give it to him or "I pity you when we get out of school today!"

Discuss using the following questions:

1. How do you feel about the bully? Please explain.

2. Give the reasons some people seem to enjoy behaving this way.

3. What can you do about people like this?

**Materials:**

None

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**- Other Awareness -**

# GIVING AND RECEIVING RESPECT

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Discuss with the group ways that students could recognize themselves as a unique person, worthy of self-respect as well as respect from others. Collect pictures of students and arrange them on a board or around the room.

Have students examine the arrangement of pictures and discuss the similarities and differences in the group.

Relate the ideas generated from this activity to other situations.

**Notes:**

**Materials:**

Photos of students

416

**Notes:**

- Other Awareness -

# PROMOTING UNDERSTANDING

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Discuss with the students the reason it is important to gain insight into others in order to understand them. Ask students to find pictures of people in magazines showing interest in another's activities and create a collage with them.

Then, discuss with the group how sharing interests promotes understanding of others.

Ask each student to explain his or her collage.

Ask students to determine ways of applying activity ideas to life situations.

**Materials:**

Magazines
Collage materials

## - Other Awareness -

# GROUP INTERESTS

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Have a discussion about the interests and differences of others, emphasizing that learning about others enriches us.

Tell a story of students, one who grew up in the inner city and the other on a farm. Use lead questions to elicit from the students that one's environmental background is a factor in determining individual interests and differences.

Show the group magazine pictures or Internet sites illustrating diversified interests. Develop a book with a taped commentary of each picture, giving possible reasons for individual interests of students.

At a class center, allow each student to draw an interest and explain it on the tape.

Put the drawings together in book form and coordinate them with the tape.

Use the tape again as a listening center, allowing students to review the interests of each student in the class by listening to the tape while viewing the individual interest book.

### Notes:

### Materials:

Magazines
Construction paper
Art supplies
Tape recorder

Notes:

## - Other Awareness -

# I'M A COMPUTER

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Read the following poem to the class:

I'm a computer,
You're a computer.
I'm full of ideas,
Think what I know!

You're a computer,
I'm a computer.
You're full of ideas,
What do you know?
—T. R. Radd

When the poem has been read, help students understand what is meant by "I am a computer," and "you are a computer." Discuss the part of the body that is similar to a computer.

Help your students choose a partner. Then ask them to draw their partner's picture. Ask each partner to draw objects or situations that record how the person they are drawing appears to them. They do not have to draw a picture of what the other person looks like. As an example, if a student is very kind, gentle, and courteous, then the student recording would draw pictures that record the traits they see in the other person. Have them explain what they see in each other to each other.

**Materials:**

Drawing paper
Drawing supplies

419

## - Other Awareness -

# DESCRIBING OTHERS

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Ask the students to close their eyes. Then, choose one student to leave the room. After the student has left, the students open their eyes. Tell them who has left and have them describe as many things as they can remember about him or her. A possible variation is to give a description of someone in your group and let the students guess whom you are describing.

Some possible ideas to discuss with the class are:

1. What would happen if the information describing the student who left applied to the whole group? Would you be able to guess who was out of the room?

2. Discuss several reasons it is often helpful that information describing each person be different.

Ask students to relate the ideas from this activity to other situations.

**Notes:**

**Materials:**

None

**Notes:**

- Other Awareness -

# WHO ARE YOU? GAME

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Discuss with the students ways of distinguishing characteristics of each student in the class.

Describe one of the students in the class, emphasizing only positive qualities.

Let the other students guess the student's identity.

When the students have the idea of how to give the description, let them give the clues about someone.

Begin with physical characteristics and gradually shift to other characteristics.

Discuss ways we can remember and work with others because of our positive qualities.

**Materials:**

None

421

- Other Awareness -

# BEHAVIOR SURPRISE

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Enlist the aid of a student to act as a confederate in an experiment. The selection of a student who will remain confidential is important to the success of this activity. Also, the student needs to be carefully selected and not be threatened by the role. The student needs to be well known and respected in the group.

Instruct the student to act in an entirely different manner from the usual. For example, a normally attentive and cooperative student who is interested in school and participates readily in activities might be unruly, boisterous, and disruptive and balk at participating in anything.

It is important that the student behave so differently that all the students will notice. At the end of the day, the confederate can admit the experiment and a discussion can be held regarding the unusual behavior and the reactions the class had to it. Discuss these questions:

> Do people really have set traits?
>
> What are the advantages and disadvantages of set traits?
>
> Explain ways people can choose to improve and change.

**Notes:**

**Materials:**

None

**Notes:**

## - Other Awareness -

# MAGIC GIFT

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Ask students to reveal some of their inner differences—aspects of themselves that are not outwardly apparent. You will need a magic wand or a pretend wand. Have each student describe him or herself. Then read the following poem to the students about the magic wand.

Just in time I got a gift
That really gave me quite a lift—
A magic wand that clearly shows
My thoughts and feelings that I don't know.
Swish, the magic wand reveals all of me,
Showing all the great things I'd like to be.
Now, that special self I see rarely shows
So how could anyone else ever know?
I seldom see myself this way,
Have you? I want to hear what you have to say.
—T. R. Radd

Make sure that students understand the idea of the magic wand.

Read the first four lines again.

Ask students to swish their magic wand and tell something about themselves. For instance, "Tell us about a time when you felt happy." Accept all answers.

**Materials:**

Optional:
Wand

423

# A POSITIVE FOCUS

**Purpose:** Help students learn the uniqueness and differences of people and the effect of focusing on the helpful qualities of others.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Discuss with the students the importance of looking for the helpful qualities in others. Explain that looking for the helpful qualities in others can bring out the best in other people and themselves.

Discuss with the class the outward behavior of persons who consistently see the helpful qualities in others, then contrast their behavior with the behavior of those who do not make this effort. Explain the positive effects on people's behavior and feelings when they have a positive focus about other persons.

Ask students to think of examples of times they had a positive focus and saw the helpful qualities in others. Please do not mention names.

Discuss the ways looking for the helpful qualities in others affects friendship.

Ask students to determine ways of applying activity ideas to life situations.

**Notes:**

**Materials:**

None

424

**Notes:**

- Other Awareness -

# THE POWER OF HUMOR

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

To encourage humor as a viable means of expression, suggest that the group have a joke-telling session to be carried on at different times throughout the year.

Members of the group could bring in their favorite jokes—the ones that are the funniest. After each joke is told, the students can rate it, giving it five points if they found it very funny and zero points if they did not find it funny at all. A discussion could follow about both the joke and the reasons some students found it funny while others did not.

A general discussion could bring out how the class feels about humor, whether it is important to them, and how important it is.

Joke telling might be incorporated into different student projects, such as the student-of-the-week activity.

**Materials:**

Jokes from students

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## - Other Awareness -

# GROUP INFORMATION SEARCH

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Use a series of questions beginning with "How many of you . . .?"

Examples:

- enjoy playing baseball?
- listen to music by Bach?
- enjoy cooking?
- like to paint?
- weight 90 pounds?
- have brown hair?
- have blue eyes?

Students can add other categories as appropriate.

Record how many students raise their hands for each question. This would point out that similarities and differences exist within the group.

Discuss each question to ascertain the reasons certain students raised their hands and others did not.

**Notes:**

**Materials:**

None

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**Notes:**

## - Other Awareness -

# GROUP UNIQUENESS

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

With group participation, make a list of all of the things that are unique to the individuals in the group, stressing only positive attributes. Then have the students discuss the importance of each other's uniqueness.

Discuss how all groups are unique, just like all individuals are unique.

Ask students to determine ways of applying the activity ideas to other situations.

**Materials:**

None

## - Other Awareness -

# USING OUR IMAGINATIONS

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Discuss with the students the importance of expressing ideas and respecting the ideas of others, no matter how extreme they may seem.

Let the students start with the words, "Just imagine . . ." and express any ideas that occur to them. For example, just imagine:

1. that we are dolphins instead of people.
2. that we had wings and could fly to every place we talk about in school.
3. that we could choose our own teachers.

Ask students to determine ways to apply the ideas from the activity to other situations.

**Notes:**

**Materials:**

None

**Notes:**

## - Other Awareness -

# SPECIAL IDENTITY EXPERIENCE

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Give each student a peanut and tell students to get acquainted with their peanuts. Allow two or three minutes for them to feel, look at, smell, shake, and squeeze their peanuts.

Have students place all of the peanuts on a table and tell them to turn their backs while you rearrange the peanuts. Then have students locate their own peanuts and take them back to their seats.

Ask the following questions:

1. Were you able to identify your peanut? Please explain.
2. In what ways is your peanut like the other peanuts?
3. In what ways is your peanut different from the other peanuts?

Then say, "Just as peanuts are both alike and different, so are people. We are going to discuss ways that people are alike and different."

**Materials:**

Peanuts in the shell

Ask students to list ways people are alike and different. You may ask the students to make up a fantasy story based on the list of likes and differences that are generated.

429

# GATHER ALL THE FACTS

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Discuss with the class how one could judge behavior only after all available information has been obtained.

Role-play for the class a situation in which a mistake is made and illustrate how behavior is sometimes judged or labeled before all information about the situation has been studied.

Discuss with the class mistakes that are inadvertently made when:

1. going to the lockers
2. responding in class
3. playing at recess or break
4. speaking with others
5. delivering messages

Ask students to determine ways of applying the activity ideas to other situations.

**Notes:**

**Materials:**

None

**Notes:**

## - Other Awareness -

# INDIVIDUAL DIFFERENCES

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Discuss with the group ways that people are individuals and, therefore, unique. This fact contributes to the well-being of other persons.

Discuss reasons that people differ in size, ability, and interests. Ask students to list ways that people benefit from those differences.

Ask students to relate this information to the impact on friendships and other relationships and situations.

**Materials:**

None

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**Notes:**

# THE JOY OF SHARING

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Have the students discuss the happiness inherent in sharing.

Ask students to discuss the experience of giving gifts and the feeling they experience as the receiver opens their gift.

Ask each student to sketch two objects that he or she enjoys sharing with others. Then, in the group, ask the student to explain the sketches and the reasons he or she enjoys sharing the objects

Make a board display of the sketches or hang them in different areas of the room.

Ask students to determine ways to apply the ideas from the activity in other situations.

**Materials:**

Drawing paper
Drawing supplies

**Notes:**

### - Other Awareness -

# COMPLEMENT EXPERIENCE

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Discuss with the students the meaning of the word *complement*. Include the idea that, what one person lacks, another person has.

Divide the students into small groups. Divide one puzzle between groups. Ask the students in each group to complete their part of the puzzle.

The students will soon understand that the pieces they hold complement the pieces the rest of the groups have, just as one characteristic complements the other in people.

Ask students the way these ideas relate to other situations.

**Materials:**

Jigsaw puzzle

- Other Awareness -

# GROWTH RATE DIFFERENCES

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Explain that just as all students do not grow at the same rate, neither do they learn at the same rate or react emotionally the same way.

Have the students draw pictures of other students, show the pictures to the group, and tell how students physically grow at different rates.

Discuss examples of mental growth. List math problems and vocabulary words that were unknown at the beginning of the school year that most students have mastered now, but at different rates.

Give examples of emotional growth. Ask students to discuss how they are not afraid of things they may have feared when they were younger.

Discuss the feelings that some may experience if others grow faster than they do in some ways. List different things that students can do if they feel concern. Also, ask students to determine things they can do to help others that may be having a concern.

Encourage others to talk to someone when they have questions about their growth. It is important to discuss that we are important, regardless of our growth process.

**Notes:**

**Materials:**

None

**Notes:**

## - Other Awareness -

# MAGIC WAND

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Read the following poem to the class:

MAGIC WAND

Your magic wand can help you see
Unique things about you and me.
No one else writes or thinks the same—
Our special magic is much more than our name.
All the things we think, say, and do
Become the magic that makes you, you.
—T. R. Radd

Ask each student to write his or her name on a line. Ask three others to write that same name on three other lines. Do they all write the name the same?

Ask the students to take turns. Think a thought about something and ask others to guess what the thought is. Can they?

Discuss how even identical twins may be different in how they act, think, and so on.

**Materials:**

Writing paper
Pencils

- Other Awareness -

# THE IMPACT OF OUR NEEDS

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Have a group discussion about how needs and feelings make us alike.

Students or the group leader lists on the board all of the needs they have in common. Discuss that, even though each is a unique person, there are some things that we all need and some feelings that we all choose to have.

Discuss with the students that needs and feelings are some of the reasons that we behave as we do.

List all of the needs that the students suggest into categories—physiological, safety, love, self-worth, and self-actualization. It might be best to call the first need *physical.* Most of the needs that the students come up with will probably be physical ones, so help them discover the safety, love, and self-worth needs.

Ask students about the relationship between their needs, feelings, and behavior. Discuss with students that when we can understand our needs and feelings better, we understand ways to make helpful behavior choices.

**Notes:**

**Materials:**

None

Notes:

## - Other Awareness -

# ALIKE OR DIFFERENT?

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Remind students of the many ways in which people are alike and different by reviewing some of the students' ideas listed in earlier lessons. Discuss these questions:

1. Can you think of some times when you want to be like someone else?
2. Can you think of some times when you want to be different from someone else?
3. What are some of the reasons for wanting to be different from someone else?
4. What are some of the reasons for wanting to be like someone else?
5. What are some ways you are similar to other students in this classroom or group?
6. What are ways you differ from other students in this classroom or group?
7. What would our group be like if every student in it were exactly alike?
8. What would our group be like if every student in it were completely different?

Ask students to apply the activity information to other situations.

**Materials:**

None

437

# YOUR POINT OF VIEW?

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Discuss with the group how people view situations differently because each one sees a situation from his or her own point of view or frame of reference.

Ask for a volunteer to tell the group which game he or she best likes to play and explain the reasons. Then ask a fellow student who disagrees to explain which game he or she likes best to play and the reasons.

Ask for volunteers to tell the group the reasons they think the students liked different games.

**Notes:**

**Materials:**

None

438

**Notes:**

## - Other Awareness -

# YOUR ORIGINAL PRINT

**Purpose:** Help students learn the uniqueness and differences of people.

Duplicate and distribute the Your Original Print activity sheet. Discuss the following with the class:

> Every person has different marks on each finger. These marks are called fingerprints. Every fingerprint is different.

Have them look at their thumbs and fingers and see if they can detect the tiny lines. Have the students put their thumbprints in the proper place on their activity sheet. Discuss the value of thumbprints. Ask the students what they learned from this activity. Did they enjoy it? Provide an ink pad for printing their thumbprint.

Name: ______________________________

Date: ______________________________

My right thumbprint:

Ask students to draw or express ideas and feelings in the Creative Corner.

**Materials:**

Ink pad
Activity sheet

439

- Activity sheet -

# Your Original Print

Name: ______________________________

Date: ______________________________

My right thumbprint: ☐

Draw or express your ideas and feelings in the Creative Corner.

Creative
o
r
n
e
r

**Notes:**

## - Other Awareness -

# INTERVIEW EXPERIENCE

**Purpose:** Help students learn the uniqueness and differences of people.

Duplicate and distribute the Interview Experience activity sheet. Explain that the questions listed on the activity sheet are some things they might like to know about each other. Students think of other questions students might also want to ask and add those questions to their activity sheet.

Select three or four volunteers to be panel members and three or four to be interviewees for the following day.

Each day, before the activity begins, ask the student panel members to decide on the questions they wish to ask. It is important that the group leader clear all questions. Before the interview begins, assure the students that they have the right to refuse to answer any questions by saying, "I pass." Then have the panel members and interviewee introduce themselves and proceed with the interview.

Questions are as follows:

1. Where were you born?
2. How many different places have you lived?
3. How many brothers and sisters do you have?
4. What are their names and ages?
5. Do you have a pet?
6. What is your favorite holiday? Please explain.
7. What is your favorite food?
8. (Other)

After the student information is shared, ask students to state things they learned about other students in their group. Ask students to include similarities they discovered among student interviewers.

**Materials:**

Activity sheet

## - Activity sheet -

# Interview Experience

1. Where were you born?

2. How many different places have you lived?

3. How many brothers and sisters do you have?

4. What are their names and ages?

5. Do you have a pet?

6. What is your favorite holiday? Please explain.

7. What is your favorite food?

8. (Other)

**Notes:**

- Other Awareness -

# ALL VIEWPOINTS

**Purpose:** Help students to learn and acknowledge the views of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the views of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

This activity supports the concept of looking at things from all viewpoints and can be used at any time during the year when it seems appropriate. The song, *Walk a Mile in My Shoes*, recorded by Joe South, might be used as an introduction to this activity.

Play the song and ask students to discuss its meaning. Then the group might agree, that at any time one student feels that another is acting in a "one-sided" manner, he may immediately give the other side.

This could be a discussion between the two students only, or the whole group might participate. It is not necessary to reach a definite conclusion. The important thing is that the students begin to think of others' views and other ways to look at things.

**Materials:**

Song: *Walk A Mile In My Shoes*

443

## - Other Awareness -

# BASIC SIMILARITIES

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Ask students to draw a ball and decorate it with different colors. Then show the pictures and discuss with the students that they are all balls, even though they may be different in appearance.

This illustrates that things can be basically the same but have different characteristics.

Discuss the way individual differences relates to this experience.

**Notes:**

**Materials:**

Drawing paper
Drawing supplies

Notes:

### - Other Awareness -

# ANIMAL INSTRUCTION

**Purpose:** Help students learn the uniqueness and differences of animals.

Tell the students:

> It is important that we are aware of the uniqueness and differences of animals. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Another dimension to learning is animal learning. Ask the students if they have ever wanted their pets or an animal to learn something (e.g., a trick, to use a scratching post, or to not jump on the table).

Students who have taught their animal a particular thing or have watched animals learn a trick might be asked how they did it and how well the animal learned. Students might wonder whether there were any problems, what caused them, and how they were resolved.

After the discussion, suggest that students teach something to animals kept at school, perhaps in a learning center.

The results of teaching more than one animal could provide a basis for discussion about rates of learning or individual differences.

The students may prefer to teach their own pets something. Select volunteers from those students who want to teach their pets at home.

The group could design a plan for the individual student to teach his or her animal something, and he or she could report back to the group the results of their plan and any problems that have occurred.

**Materials:**

Animal pets at school or at home

- Other Awareness -

# YOUR TALENTS AND ABILITIES

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Ask the students to bring pictures illustrating differences in talents and abilities. Discuss ways that each student can make his own unique and worthwhile contribution in such areas as team sports, games, classwork, music, and others.

Discuss the following questions:

1. What would happen if everyone were exactly alike?
2. What are some things that can be done best by people who are short, tall, fast, slow, etc.
3. Explain the reasons people have different talents and abilities.

Discuss the benefits we all receive due to our differences.

Ask students to role-play different talents of the group.

**Notes:**

**Materials:**

Pictures from various sources: resource books the Internet, or magazines

**Notes:**

- Other Awareness -

# WAYS WE DIFFER

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Write the following statement on the board:

> In our room, some students are ______________________
> ________________________________________.

Ask the students to name ways they differ from one another. For example, some students are quiet, some are loud, some are tall, some short, some friendly, some shy, and so on. List all contributions on the board.

Then say:

> In looking at the list we have developed, we can see that we have many individual differences in our group.
>
> 1. Do any of these differences require special consideration from the rest of the class? Please explain.
> 2. What are some of the things we do for people who are different? Give the reasons we do these things?

**Materials:**

None

Discuss the information and relate it to ways of using everyone's talents, supporting student challenges and helping everyone know they are valued in the group.

447

# WHO IS IT? GAME

**Purpose:** Help students learn the uniqueness and differences of people and the way their personality traits are seen by others.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Ask five students to stand in front with their backs to the class. Select one student to be "it" by writing a name on paper and holding it up for the group to see.

Ask all five to turn around and face the group. The group gives clues—descriptions, characteristics, and so on. After five clues are given, the five students discuss which one of them is it and name the person.

If the first guess is correct, they receive five points. If not, continue with four clues, then three clues, and so on, following the procedure until the "it" person on the team is guessed.

Follow this procedure with each team. The team with the highest number of points is the winner.

If the activity is repeated, select different students to be on the teams.

**Notes:**

**Materials:**

None

448

**Notes:**

- Other Awareness -

# IDENTIFICATION GAME

**Purpose:** Help students learn the uniqueness and differences of people and help them see themselves as others see them.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others and how others see us. This activity helps us learn more about others. Please listen, follow directions, and participate.

Select one student to be a police officer and another to be a parent. The parent asks, "Police officer, can you help me find my lost child?"

The parent then proceeds to describe one of the students in the group. When the student is found and identified, the parent becomes the police officer and the missing child becomes the parent, and the game is repeated.

**Materials:**

None

449

## - Other Awareness -

# PHRASES THAT DESCRIBE

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Collect magazine pictures of people of different ages, races, and sexes. Ask students to bring additional pictures to add to those available.

For each picture, ask the students to write or vocalize a simple descriptive phrase.

Discuss the differences and changes that students notice in their descriptions between the groups and within the groups.

Ask students to write a short story using the simple descriptive phrases they have said or written.

**Notes:**

**Materials:**

Magazines
Photos
Pictures from
various sources,
such as Internet

**Notes:**

## - Other Awareness -

# DECISION PUZZLE

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Read the following to the class:

> One morning, Bill brought a new book to school. He had bought it with his own money. It was all about cars and had very exciting pictures in it. At break, he left it in his desk; but when he returned, it was gone. As he started out to find his teacher in the hall, he happened to notice the expression on Tom's face. He knew Tom had it. And Tom didn't deny it. Instead, he just dared Bill to get it back. Before the others knew what happened, the two were rolling all over the floor. No one knew what to do and they were relieved when Mr. Taylor hurried in to separate the fighters.
>
> When things were quiet again, Mr. Taylor asked, "Bill, what happened?"
>
> Bill explained about the book. Mr. Taylor turned to Tom. "Did you?"
>
> "Yes," admitted Tom.
>
> "Why?" asked Mr. Taylor.
>
> "I don't know," said Tom.

**Materials:**
None

List the clues from the story that we can use to solve this puzzle.

This activity may continue with the Decision Puzzle Clues activity on the next page.

- Other Awareness -

# DECISION PUZZLE CLUES

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Read the story in the Decision Puzzle activity on the previous page. Ask students to list the possible clues and determine the clues that can help solve the puzzle. Ask the students to decide if the clue is helpful in understanding Tom's behavior. Compare the clue list selected with the list of clues generated during the Decision Puzzle activity.

1. Tom has blue eyes.
2. His mother works parttime.
3. Tom has a toothache.
4. He had cookies for breakfast.
5. He has an older sister.
6. He is going to visit his grandparents tomorrow.
7. Sometimes he teases younger kids.
8. His hands were dirty.
9. His mother took his sister shopping Saturday.
10. His best friend has a new baseball mitt.
11. The others on his team always choose him to pitch.
12. Sometimes he is tardy for school.
13. He often runs errands for a neighbor.
14. His dad brought home a new bike for his sister.
15. He wants to deliver papers, but his mom thinks he's too young.
16. In the first grade, he was very shy and quiet.
17. He collects bugs, but his mom doesn't like them.
18. Tom has no books of his own.
19. Tom is 10 years old. (Add clues if necessary.)

Discuss ways the story applies to situations with students.

**Notes:**

**Materials:**

Clues generated during decision puzzle activity

452

**Notes:**

- Other Awareness -

# WHAT IS HAPPINESS?

**Purpose:** Help students learn to define and describe feelings related to personal career choices.

Duplicate and distribute the What Is Happiness? activity sheet. This activity compares people's ideas of happiness through a discussion of various career persons. Above the career title in each box, students can draw pictures to illustrate what happiness is to each. Discuss whether or not all persons on the chart would agree on what happiness is. Discuss similarities as well as differences.

Example:

| | | |
|---|---|---|
| Pet store owner | Business person | Student |
| Hunter | Farmer | Teacher |
| Author | Photographer | Mechanic |

**Materials:**

Activity sheet

- Activity sheet -

# What Is Happiness?

Above the career title in each box, draw pictures to illustrate what happiness is to each.

| | | |
|---|---|---|
| Pet store owner | Business person | Student |
| Hunter | Farmer | Teacher |
| Author | Photographer | Mechanic |

**Notes:**

## - Other Awareness -

# STUDENT FOR THE DAY

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Choose one student to be student for the day. Ask the remaining students to describe all the things that this student does well (e.g., sings loud and clear, catches fly balls, is polite, is helpful, is an accurate reader, etc.). Join in this activity also and state additional comments about the student.

Encourage students to be sincere in their comments; that is, to comment on points that they have observed or experienced in their relationship with their fellow students.

After several persons have commented on the student's positive characteristics, have the student thank the group for their interest and then tell something he or she wants to improve and is working on at this time.

Do the activity once a week until all have had a turn.

**Materials:**

None

## - Other Awareness -

# TRAITS OF BEING FRIENDLY

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Discuss with the group the need of human beings to be social and have relationships with peers. A key to harmonious human relationships is to treat others as you would like to be treated. Elicit from the students traits of a friendly person and list on them on the board.

For example:

kindness

thoughtfulness

acceptance of differences

being fun to work and play with

working and playing well in groups

sharing with others, and so on

Have the students copy the list and make a checklist.

Have them check off their own behavior of friendliness toward others and give personal examples.

Ask students to select one thing on the list to improve.

**Notes:**

**Materials:**

None

**Notes:**

- Other Awareness -

# HANDLING WINNING DESIRES

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

The desire to win may foster feelings that can cause a person to hurt another. Ask the class to name some situations in their environment in which someone wins and someone loses. List their responses on the board.

The students may feel that many of their daily experiences are competitive. Some students, as well as adults, feel that in almost everything they do, they will either win or lose.

Ask:

1. How do you feel when you want to do well but you think others will do better?
2. How can you express yourself without competing with someone?
3. When you lose, how could you act?
4. Do you ever act differently than you feel?

**Materials:**

None

Have a class discussion after each question has been answered by several students.

457

- Other Awareness -

# ANGER AND BEHAVIOR

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Ask the students to write some of the things that they choose to feel angry about and what they do when they become angry.

Then in small discussion groups or as a total class, decide whether these methods are helpful or hurtful in terms of the long-range effects. Ask the students to suggest helpful ways of behaving in the situation.

Be sure that students discuss these feelings in an understanding manner. The main goal is to develop constructive or helpful methods of handling angry feelings.

**Notes:**

**Materials:**

None

**Notes:**

## - Other Awareness -

# CHARADES

**Purpose:** Help students learn ways messages in communication are sent nonverbally.

Duplicate and cut into sections the Charades activity sheet. You may add a few additional messages in the blank boxes on the activity sheet. Before the lesson begins, place the charade messages listed on the activity sheet in a box. Divide the class into two teams. Tell them they are going to play charades.

Have each team count off. The number one player on the first team is to take a message out of the box, study it briefly, give it to the group leader, and then work to communicate the message to his or her team without speaking. Tell members of the opposite team to remain silent. Each player will be allowed one minute. If the player's team has not guessed the message, the other team has one minute to do it. Score one point for the team that guesses correctly.

Next, the number one player from the second team does the same and the procedure is repeated. The first team to reach seven points wins.

Messages:

I like you.

Will you help me?

I am sad.

We won!

I am furious.

I am bored.

I am so ashamed.

I am scared.

I will not give up.

I am proud.

I don't want to do it.

What a surprise!

**Materials:**

Activity sheet

- Activity sheet -

# Charades

Charade messages:

| | |
|---|---|
| I like you. | I am so ashamed. |
| Will you help me? | I am scared. |
| I am sad. | I will not give up. |
| We won! | I am proud. |
| I am furious. | I don't want to do it. |
| I am bored. | What a surprise! |
| | |

**Notes:**

- Other Awareness -

# POSTURE EXPRESSION

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Give each student three pipe cleaners. Tell students that they are to make a pipe-cleaner person that is expressing a feeling through its posture.

When students have completed the task, ask for volunteers to show their pipe-cleaner person to the group, one at a time. Have them give a brief description of how their person is feeling and relate an incident when they felt this way.

Display the pipe-cleaner people at some convenient place.

**Materials:**

Pipe cleaners

461

# IMPACT OF ENVIRONMENT

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

To show the effect surroundings have on feelings, ask each student to design a room (e.g., a sad room, peaceful room, etc.). Special emphasis could be given not only to the obvious color elements in the room, but also to space, shapes, textures, types of furniture, views and things that might affect the mood of the room's occupant.

In addition, the students might select from newspapers, magazines, or whatever sources are available to them that would fit an assigned concept. The drawings and pictures could be compared by the class to see which elements of design affect many people the same way and which designs have a varying impact with individuals.

It might also be interesting for the students to create environments that would lead to more subjective interpretations, such as a proud garden, a jealous park, or a guilty store.

**Notes:**

**Materials:**

Drawing paper
Drawing supplies
Optional:
  Newspaper
  Internet

**Notes:**

## - Other Awareness -

# TALKING DIFFERENCES

**Purpose:** Help students learn and describe feelings related to talking.

Duplicate and distribute the Talking Differences activity sheet which describes different kinds of talkers. Complete the activity sheet, then discuss responses with the group.

Question: What time is it?
Little Talker: About 2:30.
Medium Talker: I don't have a watch, but I think it's about 2:30.
Big Talker: For the first time in a long time, I didn't wear my watch today. I left it on the breakfast table, right by the toaster, I think. But I happen to look at a clock about 30 minutes ago.

1. Can you think of one person who is usually a little talker?

   ______________________________

   medium talker? ______________________

   big talker? ________________________

2. For each different situation, write the kind of talker that you are most likely to be: little, medium, or big.

   1. With a small group of friends.______________
   2. With adults you do not know well.____________
   3. In a large party. ____________________
   4. Caught doing something that is hurtful. __________

**Materials:**

Activity sheet

- Activity sheet -

# Talking Differences

There are all kinds of talkers.

Question: What time is it?
Little Talker: About 2:30.
Medium Talker: I don't have a watch, but I think it's about 2:30.
Big Talker: For the first time in a long time, I didn't wear my watch today. I left it on the breakfast table, right by the toaster, I think. But I happen to look at a clock about 30 minutes ago.

1. Can you think of one person who is usually a little talker?
   ______________________________

   medium talker? ______________________

   big talker? ________________________

2. For each different situation, write the kind of talker that you are most likely to be: little, medium, or big.

   1. With a small group of friends. __________________
   2. With adults you do not know well. ________________
   3. In a large party. __________________________
   4. Caught doing something that is hurtful. ____________

Notes:

- Other Awareness -

# ATTITUDE FACTORS

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Ask the group to assemble photos or magazine pictures of people of various sizes, races, weights, and so on. As the students look at the pictures, ask such questions as the following:

1. Which of these people would not be helpful to others as a peace corps worker, a doctor, a teacher, a police officer, or a dentist?
2. Which of these people would not make a contribution to all people by composing a song, writing an exciting story, or painting a picture?
3. Which of these people would not be your friend, your minister or rabbi, or your neighbor?

(The conclusion would be that individual differences in size, weight, race, sex, or color would not be factors in determining one's attitude toward others.)

Later, students can discuss contributions to society that can be or have been made by all types of individuals.

## Materials:

Photos
Magazine pictures
Pictures from
various sources

### - Other Awareness -

# DIFFERENCES OF OPINION

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn ways to know. Please listen, follow directions, and participate.

Help students to see the different ideas and values they have from others. Have each student draw a picture of the most beautiful, the funniest, or the most frightening thing that he or she has ever seen.

Have everyone draw about the same theme. Have students tell about their pictures. Point out that we are often different in what each of us considers beautiful, funny, and so on.

**Notes:**

**Materials:**

Drawing paper
Drawing supplies

**Notes:**

## - Other Awareness -

# WHAT'S THE FEELING?

**Purpose:** Help students learn to define and describe gestures related to communicating feelings to others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Ask for student volunteers to each select a feeling from the appropriate Feeling Words Lists activity sheet found beginning on page 293. Ask each volunteer to whisper the gesture to you before demonstrating it. Have the student stand in front and imitate the gesture so that all feeling communication is done nonverbally through gestures.

Ask the other students to guess what feeling the gesture communicates. Repeat this procedure with other students using other feeling gestures chosen at random from the activity sheet or from a different source. Then ask students if they can recall other gestures discussed during previous activity experiences. Ask for volunteers to demonstrate those gestures and feelings. Have the other students guess the feeling that is being communicated.

Ask students how the impact of others understanding their communication messages may have on their relationships with others.

Discuss ways of applying the ideas generated to other life situations.

**Materials:**

Activity sheet
Feeling Words
Lists

- Other Awareness -

# GESTURE DEMONSTRATIONS

**Purpose:** Help students learn to define and describe gestures related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Ask students if anyone can tell the group what the word *gesture* means. (The use of motions or our body or limbs to express a meaning.) Then demonstrate the 10 examples below, one at a time. After each one, ask, "What does this gesture mean?'

1. Hand waving (Hello)
2. Arm extended forward, palm forward (Stop!)
3. Finger over lips (Asking for quiet)
4. Cupping an ear (Can't hear)
5. Upturning palms (To receive something)
6. Thumbs down (No!)
7. Thumbs up (Okay or yes!)
8. Thumb and index finger forming a circle (Okay sign)
9. Crooking forefinger (Come!)
10. Fingers crossed (Good luck!)

After all gestures have been shown, divide the class into four groups. Ask each group to create a role-play using as many of the gestures as possible.

**Notes:**

**Materials:**

None

**Notes:**

- Other Awareness -

# SHARING FUN

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Ask students to discuss ways that sharing with someone can be of mutual benefit.

Ask the students to make a list of things (both tangible and intangible) that can be more valuable or enjoyable when shared (e.g., picnics, games, memories, jokes, etc.).

Discuss the concept with the group. Ask the students to give examples. The students may want to role-play examples with a partner or small group.

**Materials:**

None

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# ENJOYMENT OF SHARING

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Discuss with the students how many things they have that can be shared and how sharing can enhance the enjoyment of one's possessions.

Ask the students to draw pictures of things they have enjoyed sharing with someone else. Display and discuss the pictures.

Ask students to determine ways to apply activity ideas to other situations.

**Notes:**

**Materials:**

- Drawing paper
- Drawing supplies

**Notes:**

- Other Awareness -

# STORY FEELINGS FACES

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Discuss with the students that the feelings communicated in facial expressions are related to various causes.

Ask students to find pictures of faces which communicate feelings in newspapers or magazines. Help them read and understand the accompanying stories that go with the pictures.

Invite them to read or retell the stories to the rest of the class. Ask the students to determine if the picture matches the story ideas.

Discuss the stories and feelings with the class.

**Materials:**

Newspaper and magazine pictures and stories

### - Other Awareness -

# FEELINGS ROLE-PLAY

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Divide the students into four groups. Ask each group to compose a short role-play about a school situation involving several different feelings. Urge them to exaggerate the facial expressions that go with the words and actions in their role-play.

When all groups are ready, have each one present its role-play. After each role-play, allow time for the student audience to identify the feelings expressed.

Encourage all student efforts.

Optional: You may suggest that students make paper masks to help exaggerate their presentations.

**Notes:**

**Materials:**

Optional:
- Paper
- Scissors
- Art supplies

Notes:

- Other Awareness -

# CARTOON CREATION

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Ask the students to draw a sequence of behaviors by creating a cartoon strip. The activity can be developed as you discuss each aspect of anger. Each student divides a sheet of paper into three frames, either by folding or by drawing lines.

Steps:

1. In frame two, the students can draw a picture of an angry person.
2. After discussing causes of anger, they can draw the situation in frame one that might have caused the person in frame two to become angry.
3. After discussing the effects of anger, they can draw in frame three some of the possible effects of the frame two person's anger.

Discussion questions:

1. Is the angry person hurting anyone? How else might he or she act?
2. How might you feel if you were this angry person?
3. How might you act if you were him or her?

**Materials:**

Drawing paper
Drawing supplies

473

## - Other Awareness -

# COLORS AND FEELINGS

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Discuss with the students that when we want to describe how a person is feeling, we sometimes use the name of a color. For example, we might say, "Jim is in a blue mood" because he is moping around or sad; or "Tom is in the pink," meaning he's feeling really good.

Ask students to form groups of four to six and ask each group to elect a recorder. Ask them to think of all the expressions that link feelings and colors and then to list them.

Have recorders read the lists. Respond to each item and make sure the reasons for color/feeling combinations have been made clear by the group.

Accept original responses and familiar ones. Collect the lists. After eliminating repetitions, write a master list of expressions on the board.

Allow ample time to discuss the list. Groups may write a story incorporating as many feeling and descriptions that they can use.

### Notes:

### Materials:

None

474

**Notes:**

- Other Awareness -

# EMPATHY FOR OTHERS

**Purpose:** Help students learn to define and describe encouragement related to personal experiences with others.

Tell the students:

> It is important that we know the way we can encourage others and understand ways encouragement is helpful. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Discuss with the students the importance of empathizing with people in difficulty and how to express encouragement.

List the following or similar incidents on the board and ask the students to draw a picture about one situation and to write a caption telling what to do or say to the person in the situation that may help him or her choose to feel better.

1. A girl or woman has just finished painting a picture and spills paint all over it.
2. A boy or man had a part in a play and forgot his lines while everybody was watching.
3. A friend missed a fly ball in the outfield during an important game.
4. Your friend was scolded or put down in front of the class.
5. One of your friends was not invited to another friend's party.
6. A student in your class is being bothered by a bully.
7. Your mother has had a very difficult day and the baby is crying for attention.
8. Your parents feel bad because they cannot buy something you want.

**Materials:**

None

**Notes:**

## - Other Awareness -

# HELPING OTHERS

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Help students appreciate the feelings that human beings hold in common.

Discuss the meaning to the thought, "It can't be better for me unless it's better for you."

Have the students search through newspapers to find examples of current events that cause people either happiness or unhappiness.

Ask students to brainstorm ways of helping each other in both happy and unhappy situations.

Discuss the examples and relate the information to improvements for home and school.

**Materials:**

Newspapers

**Notes:**

### - Other Awareness -

# HONESTY EXPERIENCE

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Pass out a list of words that the students probably would not know. Ask each student to get up and define one of the words. The students are to convince the others that they know the definition and then use the word in a sentence.

After each definition, the group decides whether the student knew the definition–which is possible–or faked it.

After one student has finished and the group has decided and discussed the reason they decided the way they did, tell the students the real definition. After all the students have taken a turn, the group can discuss persuasion and honesty, giving reasons they believed some students, and explaining the reasons they didn't believe others. Is what seems honest always honest? Is there any way you can tell if someone is being honest?

Ask students to determine ways to use the information from this activity.

**Materials:**

Words
Definitions

- Other Awareness -

# HANDLING ANGER

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Divide students into small groups and ask them to share times when they got angry.

Ask students to make a list of experiences in which they have felt angry or frustrated. After they have completed the list, have them discuss helpful and hurtful ways of handling these feelings.

Ask the small groups to summarize the small group ideas and share them with the group.

Ask each student to select one helpful way of handling these feeling and then to test their plan. Ask students to observe each other and to report progress.

**Notes:**

**Materials:**

None

478

**Notes:**

## - Other Awareness -

# TEACHER COMMUNICATION

**Purpose:** Help students learn the uniqueness and differences of people.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Have the students draw a picture of a teacher (or other person, such as a counselor) and then explain it in terms of

1. what he or she is doing
2. what other things the teacher (or other person) does.
3. how they feel about the teacher (or other person).
4. how they think the teacher (or other person) feels about them.

Ask the students what they think a person has to do to become a teacher (or other person, such as a counselor). This may be an opportunity for you to share part of yourself as a person by talking about your background.

During sharing time, you may offer pictures of your family, activities you enjoy, favorite hobbies, and so on. Encourage the students' questions. It may also be effective to allow students to play the role of their teacher, counselor, or other person.

Many teachers (or other persons) may not realize that, often, students do not regard them as real human beings with lives beyond their roles at school.

**Materials:**

Teacher or other information to share

479

- Other Awareness -

# EXPRESSING FEARS

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Discuss characters from well-known stories, such as *Little Red Riding Hood, Hansel and Gretel, The Three Billy Goats Gruff, The Three Little Pigs* in terms of:

1. what their fears are.
2. how they react to their fears.
3. how they might feel if exposed to a similar fear at another time.

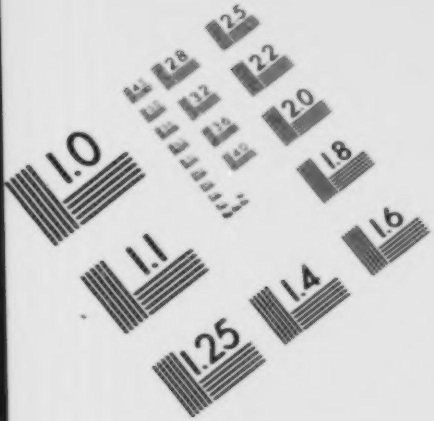
Adapt the *Who's Afraid of the Big Bad Wolf?* song into one that tells the fears of the students in the class.

Optional: Ask students to draw a picture about their fear and a way they help themselves and others.

**Notes:**

**Materials:**

Songs and stories
Drawing paper
Drawing supplies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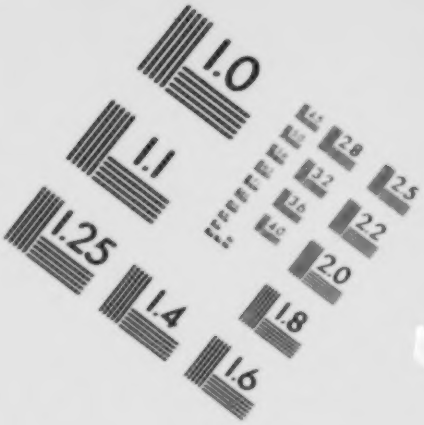
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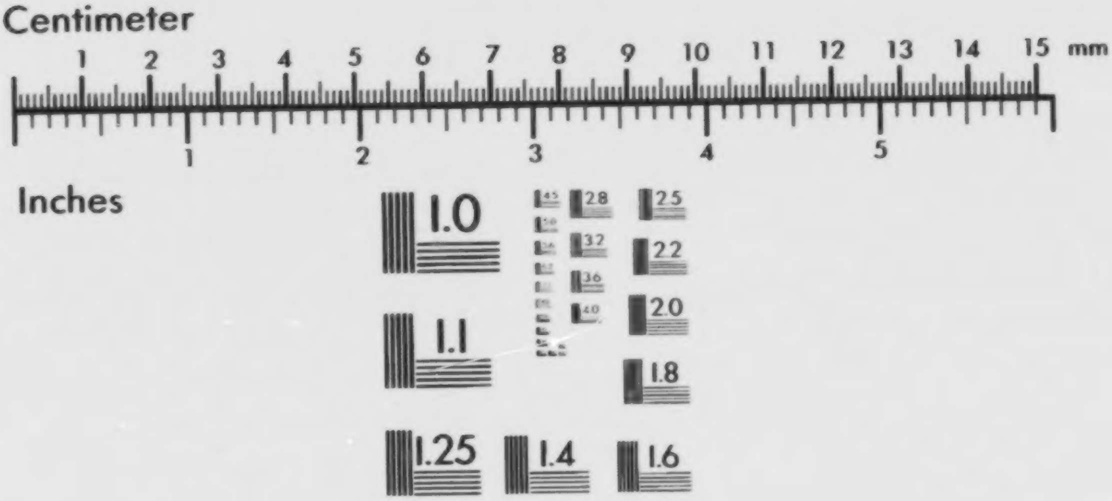
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**Notes:**

- Other Awareness -

# HANDLING CLASSROOM ANGER

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

This activity can be done in two parts.

Discuss the questions from the viewpoint of angry students and then from the viewpoint of an angry teacher. In this way, you will gain great insight into each other's feelings.

Questions for discussion:

1. What sometimes causes students to choose to be angry in the classroom?
2. What can they do about these things?
3. What usually happens when they get angry?
4. What kind of help can students find when they choose to feel angry?
5. How do they know when the teacher or student is angry?
6, How do they feel when the teacher or student is angry?
7. How do they act when the teacher or student is angry?

Ask students to determine ways of applying the ideas generated from this activity experience.

**Materials:**

None

481

**- Other Awareness -**

# BUILDING BRIDGES

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Read and discuss the following poem:

BUILDING BRIDGES

When things happen that rub me the wrong way
Those are the times I don't know what to say!
When my favorite cup fell and broke
You laughed and thought it was some kind of a joke.
When I finally found success on a test
You didn't notice I'd done my best,
And when I felt sad and wanted to cry
It puzzled me that you didn't know why.
Even though we are different as two people can be,
Can we still build a bridge between you and me?
—T. R. Radd

Related activities:

1. Review each statement and help the students label the emotion involved.
2. Pick out the words that are clues to emotions such as cry, joke, laughed, sad, puzzled, etc.
3. Have the student choose the part of the verse they like best.

**Notes:**

**Materials:**

Optional:
Feeling Words Lists beginning on page 293

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**Notes:**

- Other Awareness -

# DEFINE HURTFUL BEHAVIOR

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Have the students bring in pictures of people who are hurting others.

Ask these questions after they have viewed them.

1. What is happening in this picture?
2. What can we call this picture?
3. How might these persons feel?
4. Explain the way these actions might hurt others?

Discuss the ways students can stay safe and help each other.

**Materials:**

Newspaper pictures
Magazine pictures
Other pictures

- Other Awareness -

# SHARING EXPERIENCES

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Discuss with the class group specific examples of the many things that can be shared, such as ideas, great times, memories, jokes, and games.

For several consecutive days, ask each student to record the number of times he or she has shared something with someone and how many times someone has shared with him or her.

Discuss student results and reactions.

Ask students to determine their feelings towards others when they were sharing with others or others were sharing with them.

**Notes:**

**Materials:**

Paper
Pencil

**Notes:**

- Other Awareness -

# DIFFERENT REACTIONS

**Purpose:** Help students learn that different people react differently in situations.

Duplicate and distribute the Different Reactions activity sheet. Discuss with the group how people have different feelings toward the same situations. Give as an example some students playing baseball and breaking a window. Ask, "How would you feel if you were each of these people?"

Mark an X on the line showing how you would feel.

Batter

____ "Gosh, I didn't think I could hit that far."

____ "Oh no, now I'm really in trouble."

____ "Ha! Ha! Look what I did."

Homeowner

____ "Look at what those stupid kids did."

____ "I knew this would happen sooner or later."

____ "I'm going to call your parents."

Pitcher

____ "I'm getting out of here."

____ "I'll help you pay for it."

____ "What a hit!"

Discuss the different feelings expressed.

**Materials:**

Activity sheet

485

- Activity sheet -

# Different Reactions

Mark an X on the line showing how you would feel.

Batter
___ "Gosh, I didn't think I could hit that far."
___ "Oh no, now I'm really in trouble."
___ "Ha! Ha! Look what I did."

Homeowner
___ "Look at what those stupid kids did."
___ "I knew this would happen sooner or later."
___ "I'm going to call your parents."

Pitcher
___ "I'm getting out of here."
___ "I'll help you pay for it."
___ "What a hit!"

Notes:

## - Other Awareness -

# OWNER LOCATION GAME

**Purpose:** Help students learn the uniqueness and differences of people to determine strategies for relating to others.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Explain to the group that you are going to play a game called, Take Me To My Home.

Select one student to cover her eyes while someone from the group puts an article on the floor behind her.

The student discovers the article and takes it back to its owner. If she does not know the owner, she may ask questions to help her find the object's home.

Repeat the game until all students have an opportunity to participate.

Ask the students to determine ways they can apply what they learned about others in their group.

Materials:

Different student articles

487

# POSTURE COMMUNICATION

**Purpose:** Help students learn the nonverbal communication of others.

Tell the students:

> It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn about ways to communicate feelings without talking.

Ask if anyone can tell the group what the word *posture* means (the position in which we hold our bodies). Model each of the postures described below and ask students to imitate it. While they are imitating the posture, ask:

1. What feeling or feelings do you think this posture communicates?
2. Have you ever felt like this? What was happening to cause you to choose to feel this way?

Postures:

1. Standing, head down, shoulders slumped.
2. Standing, head erect, shoulders back.
3. Standing, with feet spread, fists on hips.
4. Standing, with arms tucked in close to body, shoulders in, head down.
5. Sitting, slumped in chair, legs crossed.
6. Sitting on edge of chair, back straight, eyes up.

**Notes:**

**Materials:**

None

488

**Notes:**

## - Other Awareness -

# A RADIANT GLOW

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Read the following poem to the students. Discuss the meaning of the poem and explain difficult words. Use the questions supplied for discussion.

One fine day I met a yellow bear
Whose yellow hair left her in despair.
Her name is G.G. and she's ashamed
Because all her friends look white, brown, or gray!
She cried because she looks this way.
She had few friends, most ran away.
I told her she was sunny and bright—
A special bear with great inner light!
Now she feels proud. All her friends know
She's special because of her radiant glow.
—T. R. Radd

How did the bear feel at the beginning of the poem?

How did the bear feel at the end of the poem?

Explain the reasons he felt differently.

Explain a time you helped someone choose to change the way he or she felt?

Tell some ways you might help someone choose to change the way he or she feels.

**Materials:**

None

489

# THE IMPACT OF AGGRESSION

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Have a group discussion about aggressive behavior and define it to the class: "Behavior aimed at injuring some person or object, or behavior that would affect another person in a hurtful manner." The students may show their ability to understand aggressive behavior by making a collage. The entire group could be involved in this project.

Start a collage by bringing in pictures of aggressive behavior. The students have the choice of leaving their selected pictures on the collage or updating it from time to time with new pictures or drawings. When the student brings the picture, he or she may want to tell the class the following:

1. The reason that picture was chosen.
2. What he or she thinks is the possible cause for the behavior.
3. What he or she thinks he or she would have done in a similar situation. Please explain.

Ask students to discuss the way understanding aggressive behavior can help them stay safe. Ask students to give examples and discuss situations.

**Notes:**

**Materials:**

Newspaper pictures
Other source pictures
Drawing paper
Drawing supplies

490

**Notes:**

- Other Awareness -

# WAYS TEACHERS HELP

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Ask the students to observe teachers carefully for one day. At the end of that day, ask them to share incidents that they saw or heard that showed how teachers help students.

It may be effective to clarify these observations as well as expand the activity to ask the students to illustrate the incidents they witnessed on the playground, in the cafeteria, hall, or classroom.

These illustrations can be displayed in a central location where other groups can share them.

Ask students to determine ways the teacher helped others that needed the help.

**Materials:**

Drawing paper
Drawing supplies

491

- Other Awareness -

# CONCERNS SURVEY

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Suggest that the class devise a simple questionnaire dealing with worries or concerns. Questions could cover the following:

1. what a person is concerned about
2. how concerned he or she is
3. what he or she is no longer concerned about
4. how he or she reacts in stressful situations
5. anything else that deals with the subject and is of interest to the group

The opening question might be designed in ways that would best fit the age of the people to be questioned. The students could ask the questions of the following people:

1. students not in their class but within two years of their age
2. people older than they but under twenty-one
3. others determined by the group

The results could be arranged in a chart on the board from which the class could analyze their findings. Stress that the results of such a survey covers only a small sampling and cannot be used to make generalizations or conclusions.

**Notes:**

**Materials:**

None

**Notes:**

- Other Awareness -

# THE IMPACT OF FEELINGS

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Have a "feelings" board that may include the following:

- pictures representing a feeling to be identified and discussed
- the students' artistic portrayals of their feelings
- a blank area where students or leaders may make a spontaneous drawing of feelings they need to release

A board can provide the students with a constant reminder to think about what feelings may be affecting their own and other students' behaviors.

Change the pictures on the board to correlate with the feeling being discussed as the groups needs change. Ask students to discuss their observations of the changes they observe and experience.

**Materials:**

Drawing paper
Drawing supplies

# INCLUDING OTHERS

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Discuss with the group the reasons students sometimes are rejected from groups. Do not talk about specific students.

Suggestions might include:

They are slow.
They act too smart.
They dress differently.
They cheat.
They have a handicap.
They are of a different nationality.
They always want to be first.
They are bossy.
They get others into trouble.
Other suggestions determined by the group.

Have the students identify reasons for exclusion which they believe are valid and reasons which they believe are not valid.

During the discussion of characteristics that seem to justify exclusion, explore possibilities of helping the excluded student become a more effective group member.

**Notes:**

**Materials:**

None

**Notes:**

- Other Awareness -

# NEED FOR SAFETY

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Duplicate and distribute the Need For Safety activity sheet. Introduce ways of satisfying security needs, such as:

1. knowing we can take care of our needs
2. knowing we are safe
3. knowing we are liked
4. knowing we can do things well
5. knowing we belong to a group
6. knowing we will not lose something that helps us choose to feel secure

Have the students plan to interview, first a student from the group, then an older friend or some member of the family, and ask:

1. When do you feel secure or safe?
2. When you do not feel secure about something, what do you do?
3. What were you afraid of when you were younger?
4. Which fears did you take care of as you grew older?
5. Which of these fears are still with you?
6. Do you have any new fears now that you are older?

**Materials:**

Activity sheet

Ask students to discuss their findings with the group. Determine ideas that may be helpful in life situations.

- Activity sheet -

# Need for Safety

Interview, first a student from your group, then an older friend or some member of the family, and ask:

1. When do you feel secure or safe?
   Student: ______________________________
   Older person: ______________________________
2. When you do not feel secure about something, what do you do?
   Student: ______________________________
   Older person: ______________________________
3. What were you afraid of when you were younger?
   Student: ______________________________
   Older person: ______________________________
4. Which fears did you take care of as you grew older?
   Student: ______________________________
   Older person: ______________________________
5. Which of these fears are still with you?
   Student: ______________________________
   Older person: ______________________________
6. Do you have any new fears now that you are older?
   Student: ______________________________
   Older person: ______________________________

Notes:

## - Other Awareness -

# COMMUNICATING GESTURES

**Purpose:** Help students learn the nonverbal communication of others.

Duplicate the Communicating Gestures activity sheet. Cut the gesture communication squares and put them in a container. You may add gestures in the blank squares or ask the students to add their own if they pull a blank square from the container. Ask for a volunteer to select and imitate the gesture.

1. clenched fist (Anger)
2. blowing a kiss (Affection)
3. clapping hands (Appreciation)
4. shaking finger (Displeasure)
5. stroking one index finger with the other (Shame)
6. patting stomach (Enjoyment)
7. holding nose (Displeasure)
8. tapping finger (Boredom)
9. fingers in ears (Displeasure)
10. arms and hands straight overhead (Success)

After each imitation, ask the following questions:

1. What feeling does this communicate to you?

2. Have you ever seen anyone use this gesture? Can you describe what was happening?

After all gestures have been considered, ask:

1. Which of these gestures communicate hurtful or helpful behaviors?

3. Please list times that we use gestures to communicate thoughts and feelings.

**Materials:**

Activity sheet

497

- Activity sheet -

# Communicating Gestures

| | |
|---|---|
| clenched fist (anger) | blowing a kiss (affection) |
| clapping hands (appreciation) | shaking finger (displeasure) |
| stroking one index finger with the other (shame) | patting stomach (enjoyment) |
| holding nose (displeasure) | tapping finger (boredom) |
| finger in ears (displeasure) | arms and hands straight overhead (success) |
| | |
| | |

**Notes:**

### - Other Awareness -

# EXPLORING GESTURES

**Purpose:** Help students learn the nonverbal communication of others.

Tell the students:

> It is important that we know the way we feel about others and understand nonverbal ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Duplicate and distribute the Communicating Gestures activity sheet on the previous page. Ask the students to recall the gestures they practiced in the Communicating Gestures activity. Use the following questions to guide further discussion:

1. Which gestures do you use most often?
2. Which gestures help you to communicate feelings without talking?
3. Which gestures do you find easier to use?
4. Which gestures do you find difficult?
5. Which gestures do you like others to use?
6. How can you know that you have communicated your feeling by gestures?
7. What are some gestures you use that probably would not be recognized by students in another school or country?
8. Can you think of some people who might communicate entirely with gestures?
9. Do you think it is important to pay attention to gestures? How important? Please explain.

**Materials:**

Activity sheet
Communicating
Gestures

# ROLE-PLAY A HURTFUL ACTION

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

The effects of a behavior help us decide whether it is hurtful.

Sometimes an action may be hurtful in one situation and not in another; therefore, the students need to learn to question a behavior and its effects in order to decide how they will act.

Ask the students to role-play a hurtful action and to let the other students tell how the act was hurtful and its effects on the persons involved.

Ask students to determine ways to apply the ideas from the activity in other situations.

**Notes:**

**Materials:**

None

**Notes:**

## - Other Awareness -

# HELPFUL AND HURTFUL ACTIONS

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Ask the students to draw or paint pictures showing helpful and hurtful actions and their effects. Each student can show his or her pictures to the class and tell what is happening.

The student needs to explain the reasons the action is helpful or hurtful and how the people involved might feel.

The pictures can be displayed on a board developed specifically for this purpose

**Materials:**

Drawing paper
Drawing supplies
Optional:
  Paint

501

## - Other Awareness -

# FEELING SITUATIONS

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Listed below are sentences that describe a situation. Give a word that describes the feeling being expressed by the character in each situation. Remember that a situation can express more than one feeling. If students give responses that you do not understand, don't express dissatisfaction. Instead, ask them to explain the reasons they believe that the situation expresses such a feeling. Read the sentences and ask students to write their responses. Ask students to discuss their answers.

1. Rosa's dad gives her a kiss. How do you think she felt?
2. A rabbit hops with all his might to get away from a dog. If he feels the way people do, how do you think he feels?
3. James is moving far away. How does he feel?
4. Miesha has a new baby brother. How might she feel?
5. Bob is having a bad dream and wakes up crying. How might he feel?
6. Ricardo is lost in a large store. How do you think he feels?
7. Aparna has taught herself to swim. How does she feel?

**Notes:**

**Materials:**

Optional:
Feeling Words Lists on pages 293-295

**Notes:**

- Other Awareness -

# HURTFUL ACTIONS IN FAIRY TALES

**Purpose:** Help students learn to define and describe feelings related to personal experiences with fairy tales.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

First, define a fairy tale, then read one to the class (e.g., *Hansel and Gretel*, *Jack and the Beanstalk*, *The Three Little Pigs*, or Little *Red Riding Hood*). As you read, the individuals can raise their hands whenever they recognize a hurtful action. Stop reading and ask the following questions about that action:

1. For what reason is it harmful?
2. Whom does it hurt?
3. For what reason does this hurtful action occur?
4. What is another way the person can act without harming someone?
5. Tell the group if the story scared you. Do you like to be scared?

**Materials:**

Fairy tales

When you finish reading the tale, ask the group to make up a new ending that does not involve hurtful actions. The students can tell how the character's needs can be satisfied in ways that don't harm others.

# GUESS THE FEELING

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Ask the students to play the game, "Guess the Feeling."

Duplicate and cut the Feeling Words Cards activity sheets.

Divide the students into groups.

Ask each group to act out a feeling. Other groups get three attempts to guess what the feeling is.

The groups take turns acting out the feelings.

Optional: Ask each small group to write a short story incorporating their feeling demonstrations into one story.

**Notes:**

**Materials:**

Activity sheet Feeling Words Cards on pages 296-305

504

**Notes:**

- Other Awareness -

# FEELING WORD COMMUNICATION

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Duplicate and distribute the appropriate Feeling Words Lists and Feeling Words Cards activity sheets beginning on page 293.

Divide the class into two teams. Have the teams count off and flip a coin to decide which team will be first.

Have the first player choose a word from the activity sheets and whisper it to you. Make sure the student understands the meaning of the word. If necessary, ask the student to choose another word that is understood.

Then ask the student to make up a descriptive phrase or sentence which communicates that feeling word. Synonyms, gestures, and postures may be used to help to communicate the word, but the player may not say the word (e.g., "Gosh, I sure do miss everybody.").

Within 30 seconds, the player's team is to guess the feeling word; and if they do, the team gets one point.

If a player forgets and uses the actual word, he or she loses that turn.

Ask teams to alternate turns.

Optional: Ask teams to help each other solve the feeling challenge and split the points for cooperating.

**Materials:**

Feeling Words Lists and Cards

505

- Other Awareness -

# EXPANDING FEELING VOCABULARY

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Duplicate and distribute the appropriate Feeling Words Lists activity sheets beginning on page 293. Ask each student to draw a large tic-tac-toe grid on a full sheet of paper. Ask students to choose nine words from the list and write one of the words in each square of the grid. Use the board to illustrate.

For the first round, hold up either a feeling picture for 10 seconds. With a chip or small square of construction paper, each student is to mark the feeling on his or her paper that best describes the feeling illustrated.

Continue this procedure until someone calls out "tic-tac-toe." Any combination of three words down, across or diagonally wins. Do not stress accuracy in this game.

For subsequent rounds, select other illustrations at random and reduce the time each one is shown to 5 seconds.

**Notes:**

**Materials:**

Feeling pictures
Paper
Pencil
Chips or squares of paper
Activity sheet

506

**Notes:**

## - Other Awareness -

# BEING NEW

**Purpose:** Help students learn to appreciate both their own feelings and the feelings of others.

Duplicate and distribute the Being New activity sheet.

This activity will help students begin to understand and appreciate both their own feelings and those of others. The exercise could provide the background understanding which the students need in order to handle school situations casually.

Have the students complete the following:

1. Have you ever been a newcomer? How did you feel?
   ______________________________________________

2. Tell two ways or ideas a newcomer might use to make friends.
   ______________________________________________
   ______________________________________________

3. What are some ways or ideas you might use to make friends with a newcomer? ____________________
   ______________________________________________

Ask the students to use the Creative Corner to draw or express ways or ideas they might use to make friends with a newcomer.

**Materials:**

Activity sheet

507

- Activity sheet -

# Being New

Complete the following:

1. Have you ever been a newcomer? How did you feel? ____________________.

2. Tell two ways or ideas a newcomer might use to make friends.
____________________
____________________

3. What are some ways or ideas you might use to make friends with a newcomer? ____________________
____________________

Use the Creative Corner to draw or express ways or ideas you might use to make friends with a newcomer.

Creative
o
r
n
e
r

508

**Notes:**

## - Other Awareness -

# HURTFUL BEHAVIORS

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Before beginning, send home a letter which explains to parents that the class is studying hurtful behaviors shown on TV.

One evening students can watch TV and tell their parents how many times they see a "hurtful behavior." The parents can help count and sort out behaviors that might be hurting someone. Do not make this a competitive activity.

Another day, ask the students to keep a tally of the number of times they see hurtful behaviors on TV, at home, or on the playground. After completing their observations, the discussion can revolve around whether people like to watch others get hurt. Ask the following questions:

> Can you explain the reasons some people like to see others get hurt?
>
> Do most people like to watch this type of behavior? Please explain.
>
> Can you think of some reasons there might be so much hurtful behavior?

**Materials:**

None

509

# GUESS THEIR ANSWERS

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Tell the students:

> It is important that we know the way we feel about others and understand ways of explaining those feelings. This activity helps us learn ways of doing that. Please listen, follow directions, and participate.

Often people feel they know how another person feels about certain issues. This activity examines the validity of that feeling.

Instruct each student to pair with another, then write on the board some statements of opinion.

Each student is to give his or her own answers and the answers he or she believes his or her partner will give. Ask students to write these separately and then exchange papers to see how well they judged their partners' answers.

The pairs would be given time after each statement to discuss the reason they guessed correctly or incorrectly.

There are two important phases of communication going on here. One phase shows what the words of the sentence actually communicate to the person. The second phase shows what the students do that enables them to guess their partners' response.

Possible opinion statements include the following:

1. Wars are necessary.
2. Girls or women are smarter than boys or men.
3. Everyone needs a best friend.
4. Boys or men make better leaders than girls or women.
5. People cannot change their behavior.

**Notes:**

**Materials:**

None

**Notes:**

- Other Awareness -

# ASSERTION AND AGGRESSION PROJECTS

**Purpose:** Help students learn and acknowledge the difference between assertive and aggressive behavior when they communicate with others.

Tell the students:

> It is important that we are aware of the difference between assertive and aggressive behavior and the impact those behaviors have on others. This activity helps us learn more about the impact. Please listen, follow directions, and participate.

Have a discussion about assertive and aggressive behaviors and define the differences with the students.

1. Aggressive behavior is aimed at injuring some person or object or behavior which would affect another person in a hurtful manner.
2. Assertive behavior is aimed at asking for what one wants in a timely and appropriate manner in contrast to either passive or aggressive behaviors.

The students may show their ability to understand assertive and aggressive behaviors by doing individual or group projects. Below is a list of examples:

1. Act out a form of aggression and assertion.
2. Recite poems or plays which depict aggression and assertion.
3. Bring and play music tapes or CD's which talk of aggression and assertion.
4. Write stories or poems about aggression and assertion.
5. Draw sketches or cartoons illustrating aggression and assertion.

Share and discuss these examples with the group. Point out the benefits of assertive behavior. Ask students to discuss the differences and the impact of both behavior choices on the other students.

**Materials:**

None

## - Other Awareness -

# PROBLEM EXPERIENCES

**Purpose:** Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

> It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

Read the following paragraphs to the class. After each one, give the students time to write suggestions for helping alleviate the problem stated.

1. When Sophia was a little girl, her brother used to tell her that if she were bad, the bogeyman would get her. She slept with the light on after that. Now Sophia is 12 and still is afraid of the dark.

2. Miquel loved the water. All of his friends called him "the fish". One summer day while he was swimming in the pool, Miquel dove off the high board, even though he'd never learned how. He landed smack on his belly and got a bad stomach burn. Now he can't bring himself to dive again.

3. Deepak, at 7, saw a truck run over his dog. Since then, he has had a strong dislike for trucks and truck drivers.

Ask the group to discuss their suggested solutions to the problems.

Discuss the different feelings students may have in each situation.

**Notes:**

**Materials:**

None

**Notes:**

# FEELING COMPARISONS GAME

**Purpose:** Help students learn to define and describe feelings related to personal experiences with others.

Duplicate and distribute the Feeling Comparisons Game activity sheet. Divide the students into small groups. Ask students to point to the feeling face that shows their feelings as you ask the students the following questions. Then, ask the students to check with their group members for similarities and differences in their answers. Add other examples as is appropriate for the group.

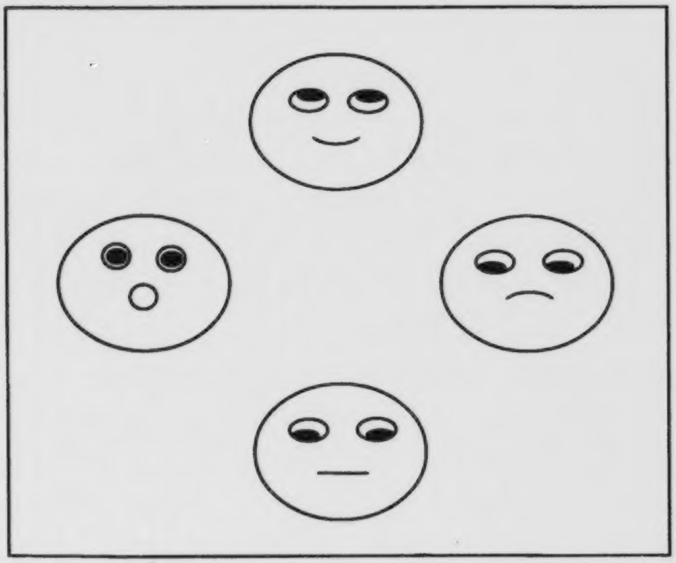
How does it feel when you:

smile at someone?

laugh at someone?

make friends with someone?

leave someone out of the game?



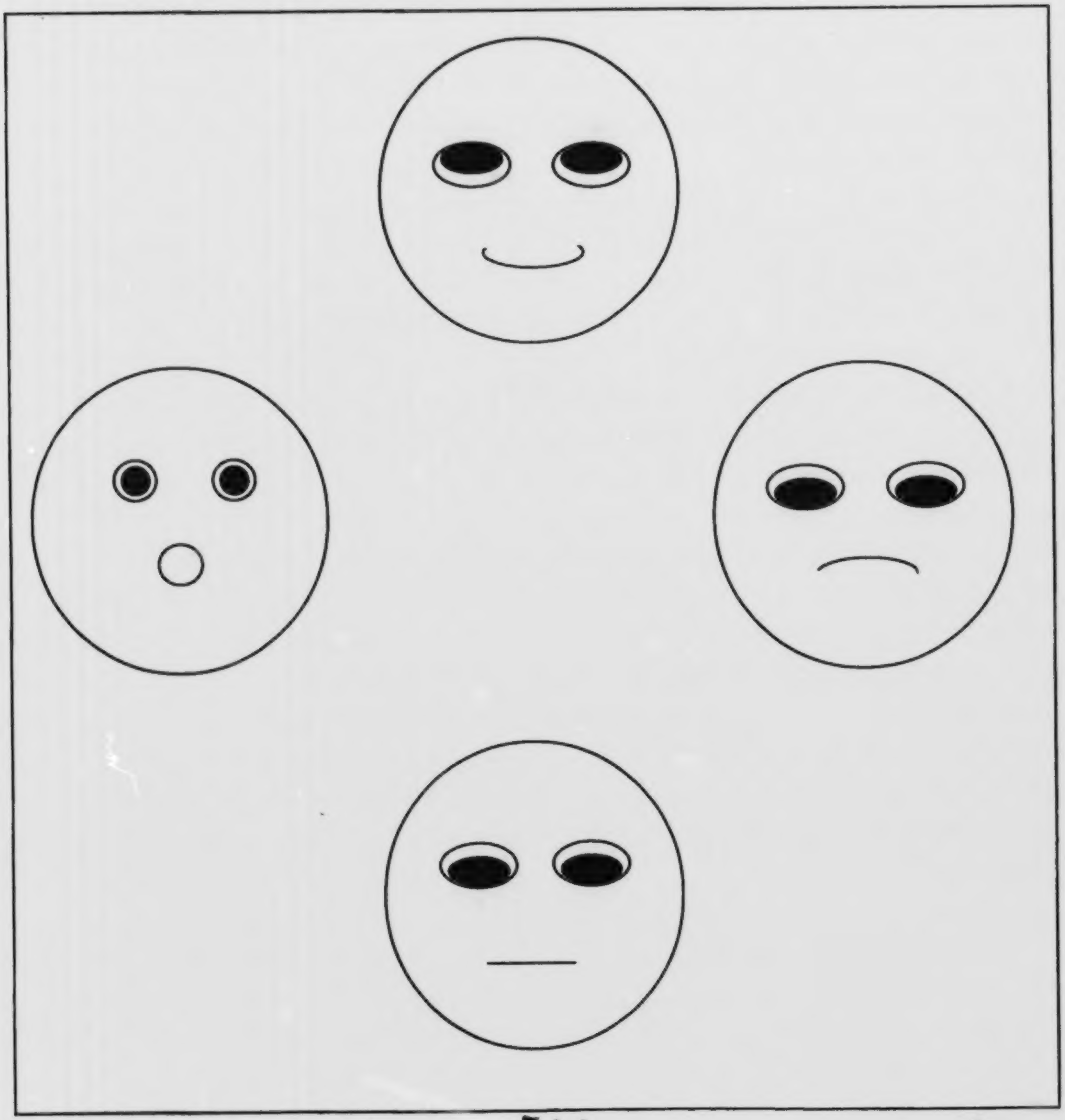
**Materials:**

Activity sheet

513

- Activity sheet -

# Feeling Comparisons Game



# SELF-CONTROL

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## *Self-Control:*

***An awareness of personal limitations and needs, and the extent to which a person can assess abilities and skills.***

***An awareness of one's ability to set and remain within limits or boundaries and established behavior.***

***An ability to display acceptable behavior.***

## - Self-Control -

# WHAT WOULD YOU DO?

**Purpose:** Help students learn to control themselves in difficult situations.

Tell the students:

> Practice helps us learn ways to control ourselves. This activity gives us practice. Please listen, follow directions, and participate.

This activity may be oral or written. List the following situations on the board. The group or a student selects one situation to discuss or write about. Use the questions below the situations for the basis of the writing or discussion.

1. Your little brother scribbled on your finished homework.
2. You had to clean the basement, although the other kids went off to play.
3. You found one of the neighborhood bullies picking on your little brother.
4. Your sister got up early and wore the blouse you had planned to wear.
5. Your teacher told you to be quiet; other people were talking louder than you.
6. You discovered someone had let the air out of your bike tires.

Questions:

1. What would be your first reaction in the situation you chose?
2. How could you react with a constructive expression of anger? Nonconstructive?
3. What short-term effect might your anger have upon the person(s) in each situation listed? Long-term effect?
4. How might the way you expressed anger affect you? Now? Later?

**Notes:**

**Materials:**

None

**Notes:**

## - Self-Control -

# SEEING MY FUTURE

**Purpose:** Help students understand the importance of self-control and life success.

Duplicate and distribute the Seeing My Future activity sheet.

Have a discussion on abilities, talents, and careers; the importance of developing these abilities and talents early in life; and how career choices affect an individual's whole life. After the discussion, have the students complete the following open-ended sentences:

Ten years from now, I will be ______________________________.

I liked these things when I was 5 years old:
1. ______________ 2. ______________ 3. ________________

I liked these things when I was 7 years old:
1. ______________ 2. ______________ 3. ________________

I like these things now:
1. ______________ 2. ______________ 3. ________________

I wanted to be these things when I was 5:
1. ______________ 2. ______________ 3. ________________

I wanted to be these things when I was 7:
1. ______________ 2. ______________ 3. ________________

I want to be these things now:
1. ______________ 2. ______________ 3. ________________

When I grow up I want to be:
1. ______________ 2. ______________ 3. ________________

Discuss these completed sentences with the class. Ask students the way self-control will determine the probability of reaching your goals.

**Materials:**

Activity sheet

518

## - Activity sheet -

# Seeing My Future

Ten years from now, I will be ______________________________.

I liked these things when I was 5 years old:

1. ______________________________
2. ______________________________
3. ______________________________

I liked these things when I was 7 years old:

1. ______________________________
2. ______________________________
3. ______________________________

I like these things now:

1. ______________________________
2. ______________________________
3. ______________________________

I wanted to be these things when I was 5:

1. ______________________________
2. ______________________________
3. ______________________________

I wanted to be these things when I was 7:

1. ______________________________
2. ______________________________
3. ______________________________

I want to be these things now:

1. ______________________________
2. ______________________________
3. ______________________________

When I grow up I want to be:

1. ______________________________
2. ______________________________
3. ______________________________

Notes:

Materials:

Optional:
Drawing paper
Drawing supplies

- Self-Control -

# DEVELOPING SELF-DISCIPLINE

**Purpose:** Help students learn appropriate behaviors needed for self-discipline.

Tell the students:

> Practice helps us learn ways to control ourselves. This activity gives us practice. Please listen, follow directions, and participate.

Discuss with the class the importance of personal dignity and establishing behaviors that can be strengthened through self-discipline. Give the class the following examples of self-discipline (or they can choose one of their own), and let them strengthen that particular self-discipline behavior:

1. making contracts with the teacher for work to be performed and submitted at a particular date

2. observing a classroom rule for a specific period of time

3. doing things because they are helpful toward self and others

Allow students to brainstorm additional ideas and examples of self-discipline. Ask students to discuss their feelings about self and others when students have self-discipline.

Ask students to brainstorm strategies for improving self-discipline and apply one strategy to a life situation. Students may draw or write a story about the strategy for improvement they select.

# PERSONAL REFLECTION

**Purpose:** Help students learn the relationship between self-control, helpful choices, and consequences.

Tell the students:

> It helps us to learn ways our self-control impacts our choices and consequences when we think back and reflect. This activity gives us a chance to do that. Please listen, follow directions, and participate.

To get students involved in evaluating the results of their own choices, ask students to write an account of a situation in which they now feel they made a hurtful choice. Ask students to explain the reason they think it was not the best choice. Would they act differently in a future situation? Please explain.

Accounts could be shared with the group if the writers are willing or if it is an assignment in composition. The topic can be limited. For example, I would have made a different choice if I had known all possibilities; I would have made a different choice if I had thought about what would happen.

Questions:

What were my alternatives?

What were the consequences of each?

What would my choice be now?

What consequences signaled me to change my choice?

Ask students to apply the activity ideas to various life situations.

**Notes:**

**Materials:**

None

**Notes:**

- Self-Control -

# GIVING COMPLEMENTS

**Purpose:** Help students learn strategies for demonstrating appropriate behavior.

Tell the students:

> It is important for us to learn to demonstrate appropriate behavior that helps us. This activity gives us practice. Please listen, follow directions, and participate.

Divide your class into groups of two to four each. Ask each student to relate short biographies which note the high points of their lives. The choices are to be based on what they consider to be significant from their own points of view. The listeners are asked to give sharp attention to the speaker and not to interrupt. Make sure that each speaker gets 1 full minute. When time is called, the listeners close their eyes for a moment and think of what the speaker has said. Then each of the listeners in turn will compliment the speaker on something he or she shared.

After each compliment, the speaker will respond, "Thank you, I thought you would like to know about me," or some other reply that is not a negative, hurtful response. This allows practice for the speaker to respond to a compliment in a positive manner. This continues until all persons in each group have given their biographies.

**Materials:**

None

# BECOMING SECURE

**Purpose:** Help students learn strategies to develop confidence and feelings of security.

Tell the students:

> It is important for us to identify times we feel secure and insecure and learn things we can do about it. This activity gives us practice. Please listen, follow directions, and participate.

Discuss the definitions of *secure* and *insecure* with the students. Ask students to clarify the meanings and share their ideas based on their experiences.

Either in small groups or with the class, list examples of situations in which students feel secure and insecure. Examples could include the following:

1. being first to explain an assignment
2. participating in a performance

Identify reasons for each and describe ways to change the insecure situations.

Ask the students to draw a picture or write a short story about times they were secure.

Ask students to determine ways to relate ideas to life situations.

**Notes:**

**Materials:**

Optional:
Drawing paper
Drawing supplies
Paper
Pencil

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**Notes:**

- Self-Control -

# WAYS OTHERS SEE YOU

**Purpose:** Help students learn the way they are perceived by others.

Duplicate and distribute the Ways Others See You activity sheet.

Descriptive Words

brave
confident
cheerful
disobedient
friendly
impolite
obedient
popular
pouty
sassy
strong
lucky
trusting
uncooperative
unlucky
bright
bold
cautious
energetic
honest
insecure
lazy
optimistic
cooperative
proud
suspicious
selfish
stupid
unselfish
unpopular
creative
courteous
dishonest
helpful
pessimistic
unkind

Ask the students to cut out each word in the activity sheet. Instruct students to put into one stack all words which they feel describe the way their mother sees them. After the words are selected, have them list the words on a piece of paper under the heading, Ways Mom Sees Me. Repeat for Ways Dad Sees Me, Ways My Best Friend Sees Me, and Ways I See Myself.

Discuss:

Who sees you most closely to the way you see yourself?

Where do your ideas about yourself come from?

**Materials:**

Activity sheet

- Activity sheet -

# Ways Others See You

## Descriptive Words

| | | |
|---|---|---|
| brave | trusting | proud |
| confident | uncooperative | suspicious |
| cheerful | unlucky | selfish |
| disobedient | bright | stupid |
| friendly | bold | unselfish |
| impolite | cautious | unpopular |
| obedient | energetic | creative |
| popular | honest | courteous |
| pouty | insecure | dishonest |
| sassy | lazy | helpful |
| strong | optimistic | pessimistic |
| lucky | cooperative | unkind |

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Notes:

- Self-Control -

# BECOMING WHAT YOU WISH

**Purpose:** Help students learn strategies for demonstrating appropriate behavior.

Tell the students:

> It is important to know that we can make improvements and become the persons we want to become. This activity gives us practice. Please listen, follow directions, and participate.

Ask the students to use the words from the "Ways Others See You" activity and sort the words into two stacks. Put words that describe the way they wish they were in one stack and words that describe the way they are in another.

After they have sorted them, have them write the words from each stack on a sheet of paper under the appropriate heading, "I Am" or "I Wish I Were".

When everyone has finished, say to them, "Look at the words you have written in the I Wish I Were column. Choose two of these ways you would like to be."

Allow time for students to consider their choices, then ask them what they can do to make these wishes come true.

Lead students to consider general suggestions, such as writing down goals and spending time each day working on a goal, rather than asking them to reveal their own goal.

Tell students that you will help them work toward their goals. Ask students to make a note of the goals they would like to work on and check their progress.

**Materials:**

Ways Others See Me activity sheet on page 173

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## - Self-Control -

# INFLUENCE OF EXPERIENCES

**Purpose:** Help students learn to determine ways their memories and experiences affect self-control.

Tell the students:

> It is important to know the impact our memories and experiences have on us. Then we can use these memories and experiences to affect our self-control. This activity gives us practice. Please listen, follow directions, and participate.

Ask each student to think of one of his or her most vivid memories. Some students might want to improvise a short role-play based on a remembered experience. Was the experience pleasant or unpleasant, or was it made pleasant or unpleasant by something that happened before or after the event?

Ask the student whether they think the experience influenced them in any way, and if so, how much. Did the experience change their present attitudes or interests? This might also include the questions about the reasons they remember the experience so vividly.

Ask the students to determine ways their memories and experiences affect self-control.

**Notes:**

**Materials:**

None

**Notes:**

# FEELINGS AND SELF-CONTROL

**Purpose:** Help students learn the impact of desirable and undesirable feelings on their behavior.

Duplicate and distribute the Feelings and Self-Control activity sheet.

Feeling Words

angry
astonished
scared
cheerful
disgusted
delighted
discouraged
embarrassed
irritated
interested
proud
relaxed
annoyed
ashamed
anxious
contented
excited
frustrated
indifferent
satisfied
silly
surprised
satisfied
miserable
critical
envious
depressed
grumpy
pleased
loving
tired
bored
tense
eager
happy
sad
guilty
gloomy
confident
jealous

Ask the students to cut out and sort the words into three stacks according to whether they feel that way often, sometimes, or never. After words are sorted, ask students to write words under the appropriate headings, Often, Sometimes or Never. Then tell students to go through the list of feelings they have made and place an **M** (for me) if this feeling is usually directed at themselves or an **O** (for others) if this feeling is usually directed at others. Discuss feelings marked with an **M** desirable or undesirable. Do the same for **O** feelings.

Ask students to explain the way their feelings toward self and others affects their self-control.

**Materials:**

Activity sheet

## - Activity sheet -

# Feelings and Self-Control

## Feeling Words

| | | | |
|---|---|---|---|
| angry | proud | silly | tired |
| astonished | relaxed | surprised | bored |
| scared | annoyed | satisfied | tense |
| cheerful | ashamed | miserable | eager |
| disgusted | anxious | critical | happy |
| delighted | contented | envious | sad |
| discouraged | excited | depressed | guilty |
| embarrassed | frustrated | grumpy | gloomy |
| irritated | indifferent | pleased | confident |
| interested | satisfied | loving | jealous |

**Notes:**

# CHARACTERISTICS FOR STUDENT SUCCESS

**Purpose:** Help students to learn characteristics of successful students and to assess their abilities and skills.

Duplicate and distribute the Characteristics for Student Success activity sheet.

Divide the class into small groups and give each group the list of characteristics below. Instruct them to first select the three most important characteristics of a successful student and rate them 1, 2, 3. Then select the three least important characteristics and rate them 13, 14, 15. Share choices and reasons.

Rank Characteristic

____ is an effective listener
____ helps others
____ respects others
____ completes work on time
____ is friendly
____ obeys rules
____ respects teachers
____ has new ideas
____ speaks clearly
____ shares ideas
____ uses free time wisely
____ is honest
____ works independently
____ behaves well
____ follows directions

Ask students to use the Creative Corner to draw or express ways of being a successful student.

**Materials:**

Activity sheet

- Activity sheet -

# Characteristics for Student Success

Select the three most important characteristics of a successful student and rate them 1, 2, 3. Then select the three least important characteristics and rate them 13, 14, 15. Share choices and reasons.

| Rank | Characteristic | Rank | Characteristic |
|---|---|---|---|
| ____ | is an effective listener | ____ | helps others |
| ____ | respects others | ____ | completes work on time |
| ____ | is friendly | ____ | obeys rules |
| ____ | respects teachers | ____ | has new ideas |
| ____ | speaks clearly | ____ | shares ideas |
| ____ | uses free time wisely | ____ | is honest |
| ____ | works independently | ____ | behaves well |
| ____ | follows directions | | |

Use the Creative Corner to draw or express ways of being a successful student.

**Creative**
**o**
**r**
**n**
**e**
**r**

**Notes:**

- Self-Control -

# ATTITUDE SURVEY

**Purpose:** Help students learn the importance and benefits of following the rules.

Duplicate and distribute the Attitude Survey activity sheet.

Students may self-administer and score a survey to determine their present attitudes about rules and authority. The following items may be used:

1. I think rules are important.
2. I think rules are fair.
3. I think it is necessary to have persons with authority to interpret and enforce rules.
4. I think the teacher (principal, parent) is fair in applying rules.
5. I think it is important to know the reason for rules.
6. I think it is fair that I help set the rules that affect me.

Score these attitudes on a four-point scale (3 = always, 2 = sometimes, 1 = hardly ever, 0 = never).

Students discuss their own opinions about rules and authority with these questions in mind:

> Can you explain the reasons we have rules at school? At home? In groups? For state or country?
>
> What different feelings do we have about them? Please explain.

**Materials:**

Activity sheet

## - Activity sheet -

# Attitude Survey

1. I think rules are important.

   3 = Always 2 = Sometimes 1 = Hardly Ever 0 = Never

2. I think rules are fair.

   3 = Always 2 = Sometimes 1 = Hardly Ever 0 = Never

3. I think it is necessary to have persons with authority to interpret and enforce rules.

   3 = Always 2 = Sometimes 1 = Hardly Ever 0 = Never

4. I think the teacher (principal, parent) is fair in applying rules.

   3 = Always 2 = Sometimes 1 = Hardly Ever 0 = Never

5. I think it is important to know the reason for rules.

   3 = Always 2 = Sometimes 1 = Hardly Ever 0 = Never

6. I think it is fair that I help set the rules that affect me.

   3 = Always 2 = Sometimes 1 = Hardly Ever 0 = Never

**Notes:**

- Self-Control -

# WORKING AT HOME

**Purpose:** Help students learn strategies for demonstrating appropriate behavior.

Tell the students:

> All of us have to do some things we don't like to do. Have there been times when your parents have asked you to do some work around the house that you don't like doing? This activity gives us practice on ways to handle those situations.

Ask the students to write a story describing a job you dislike doing at home. Discuss the reason you don't like it.

> What is the reason you think you were asked to do the job?
>
> If you didn't do the job, who would have to do it?

Ask for volunteers to answer the questions above and discuss them with the group. Ask students to determine ways to apply ideas generated from the activity.

**Materials:**

None

## - Self-Control -

# BECOMING A LEADER

**Purpose:** Help students learn strategies for demonstrating appropriate behaviors to become effective leaders.

Tell the students:

> It is important for us to learn to demonstrate appropriate behaviors that help us become effective leaders. This activity gives us practice. Please listen, follow directions, and participate.

Use the following questions to guide a discussion of students' experiences as leaders:

1. When is it easy to lead other people?
2. How do you feel when you are leading other people?
3. What are some things you like to lead? What do you like about leading in that situation?
4. What do you, as the leader, hope you can take for granted about the person or persons following you?

Ask students to discuss the role self-control plays in leadership. Determine ways to apply activity ideas to various life situations.

**Notes:**

**Materials:**

None

**Notes:**

- Self-Control -

# NEEDS AWARENESS

**Purpose:** Help students become aware of personal limitations and needs.

Duplicate the Needs Awareness activity sheet. Read or explain the following:

> Social needs are those needs that involve a relationship with others. At school, work, or play, people find themselves in groups. Each has a reason for being with people. Social needs include the need to belong, the need to love and be loved, the need to help others and share feelings.
>
> A person's mental needs can influence his social needs. An individual may seek certain things from a group because of the way he needs to feel about himself. If a person likes to feel proud of himself, he will probably want to be with people who respect him.

Distribute the activity sheet.

| **My needs** | **My most important needs** |
|---|---|
| 1. __________ | 1. __________ |
| 2. __________ | 2. __________ |
| 3. __________ | 3. __________ |
| 4. __________ | 4. __________ |
| 5. __________ | 5. __________ |
| 6. __________ | 6. __________ |

**Materials:**

Activity sheet

Discuss the activity ideas in groups or in individual student meetings. Ask students to draw or express an important need in the Creative Corner.

- Activity sheet -

## Needs Awareness

| **My needs** | **My most important needs** |
|---|---|
| 1. ____________ | 1. ____________ |
| 2. ____________ | 2. ____________ |
| 3. ____________ | 3. ____________ |
| 4. ____________ | 4. ____________ |
| 5. ____________ | 5. ____________ |
| 6. ____________ | 6. ____________ |

Draw or express an important need in the Creative Corner.

Creative
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**Notes:**

- Self-Control -

# MEETING YOUR NEEDS

**Purpose:** Help students learn the relationships between being self-satisfied, having your needs met, and self-control.

Duplicate and distribute the Meeting Your Needs activity sheet.

In the early days of the United States, people worked long hours and had little time for anything else. Gradually, the work hours shortened and the leisure time increased. One person may choose to meet only his needs; others may wish to develop creative powers, serve mankind, and make life more satisfying. On the line in front of each statement, put a "1" if the statement deals with satisfying your basic needs, and a "2" if it helps your life become more self-satisfying.

Physical Needs:

___ You have enough money to buy clothes.
___ You have enough money to buy pizza.
___ You live in a nice house.
___ You are learning to play golf.

Mental Needs:

___ You have time to read a new book weekly.
___ You have time only to read a newspaper.
___ You are taking piano lessons.
___ You like to make decisions quickly.

Social/Emotional Needs:

___ You see plenty of people in school and want to stay home in the evening.
___ You enjoy going to the movies.
___ You like to travel.
___ You enjoy going to ball games.

Ask students to discuss the relationships between being self-satisfied, having your needs met, and self-control.

**Materials:**

Activity sheet

## - Activity sheet -

# Meeting Your Needs

In the early days of the United States, people worked long hours and had little time for anything else. Gradually, the work hours shortened and the leisure time increased. One person may choose to meet only his needs; others may wish to develop creative powers, serve mankind, and make life more satisfying. On the line in front of each statement, put a **1** if the statement deals with satisfying your basic needs, and a **2** if it helps your life become more self-satisfying.

Physical Needs:

____ You have enough money to buy clothes.
____ You have enough money to buy pizza.
____ You live in a nice house.
____ You are learning to play golf.

Mental Needs:

____ You have time to read a new book weekly.
____ You have time only to read a newspaper.
____ You are taking piano lessons.
____ You like to make decisions quickly.

Social/Emotional Needs:

____ You see plenty of people in school and want to stay home in the evening.
____ You enjoy going to the movies.
____ You like to travel.
____ You enjoy going to ball games.

**Notes:**

# MEETING BASIC NEEDS THROUGH LEISURE

**Purpose:** Help students learn ways that leisure activities meet basic needs.

Duplicate and distribute the Meeting Basic Needs Through Leisure activity sheet.

Work can meet some of our individual needs. People can also meet their basic needs (social, physical, mental, and emotional) in leisure activity. Ask students to code the leisure activities as they relate to their four basic needs categories: social needs, physical needs, mental needs, emotional needs.

- making furniture
- bowling
- flying kites
- reading
- playing baseball
- bicycling
- riding a moped
- working puzzles
- playing basketball
- collecting stamps
- going to a lecture
- working with stained glass
- golfing
- playing cards
- crocheting
- making candles
- fishing
- snowmobiling
- knitting
- playing marbles
- going to a concert
- jumping rope
- taking a music class

Ask the students to use the activity sheet and identify which leisure activities meet each of the four basic needs' categories listed. Ask students to discuss information learned about leisure activities and meeting basic needs.

**Materials:**

Activity sheet

- Activity sheet -

# Meeting Basic Needs Through Leisure

Write the code for the basic need(s) met with each leisure activity.

**S = social need** **P = physical need** **M = mental need** **E = emotional need**

## Leisure Activity List

_____ making furniture

_____ bowling

_____ flying kites

_____ reading

_____ playing baseball

_____ bicycling

_____ taking a trip

_____ working puzzles

_____ playing basketball

_____ collecting stamps

_____ going to a lecture

_____ golfing

_____ playing cards

_____ crocheting

_____ making candles

_____ fishing

_____ snowmobiling

_____ knitting

_____ playing marbles

_____ going to a concert

_____ jumping rope

_____ taking a music class

**Notes:**

- Self-Control -

# ASSESSING YOUR INTERESTS

**Purpose:** Help students learn strategies for assessing abilities and skills.

Duplicate and distribute the Assessing Your Interests activity sheet.

Tell the students:

> Finding areas of interest can aid self-understanding, and self-understanding can lead to beneficial career interest. This activity helps us learn more about this. Please listen, follow directions, and participate.

Ask the students to complete the activity sheet by writing or drawing their favorite sport, hobby, book, type of work, and leisure-time activity.

After the activity sheet has been completed, ask each student to give reasons for his or her choices.

Please discuss the role self-control plays in your favorite interests. In what way is self-control helpful?

Ask students to determine ways of applying activities to life situations.

**Materials:**

Activity sheet

- Activity sheet -

# Assessing Your Interests

Please write or draw your favorite:

**Sport**

**Hobby**

**Book**

**Type of Work**

**Leisure-Time Activity**

**Notes:**

- Self-Control -

# HURTFUL BEHAVIORS

**Purpose:** Help students learn strategies for demonstrating appropriate behavior.

Tell the students:

> It is important for us to learn to demonstrate appropriate behavior that helps us. This activity gives us practice. Please listen, follow directions, and participate.

Ask the students to name some hurtful behaviors and explain the reason they are hurtful. Also, ask them to think of situations in which this action might not be hurtful and give the reasons. Below are some sample questions:

1. Is hitting a friend hurtful? Please explain.
2. How can you tell if an action is hurtful?
3. Is kicking your dog or cat hurtful? Please explain.
4. Is kicking an animal that wants to bite you hurtful? Please explain. If you did not kick him, how would you protect yourself?
5. Explain the reason an action can be hurtful in one situation and not in another?

Ask students to apply the activity ideas to other situations.

**Materials:**

None

- Self-Control -

# WHEN TO ASK FOR HELP

**Purpose:** Help students learn strategies for demonstrating how they can assess abilities and skills.

Tell the students:

> It is important to determine when we need help and when we can do things on our own. This activity gives us practice. Please listen, follow directions, and participate.

Discuss with the class the task of distinguishing between times they need to ask for adult help and times they could function on their own.

Examples:

1. A student comes to tell the teacher that another student has fallen on the playground and appears to be hurt.
2. A student comes to tell the teacher that another student won't let her have a turn.
3. A student wants his mother to go with him to the library to check out a book.
4. A student wants her mother to come to a play her class is giving.

Discuss with the class which students are overdependent and which students are receiving or asking for adult help because it's genuinely needed. (Some are debatable.) Expand upon the situations as interest indicates or have students suggest new situations which may be discussed.

**Notes:**

**Materials:**

None

**Notes:**

- Self-Control -

# DREAMS OF THE FUTURE

**Purpose:** Help students learn strategies for reaching dreams and ambitions.

Tell the students:

> It is important for us to learn to demonstrate appropriate behavior that helps us accomplish things we want to do. This activity gives us practice. Please listen, follow directions, and participate.

Tell the class that most people have some ambitions or dreams about the future, even though they may not have told anyone about them. Encourage students to think about their dreams or ambitions and to write a few sentences beginning with, "Someday I would like . . ."

When everyone has finished, ask if anyone would like to share his or her ambition or dream with the rest of the class. Discuss the dreams and ambitions when appropriate.

Then ask the following:

1. Have you had these dreams or ambitions for a long time?
2. Do your dreams or ambitions ever change? In what ways?
3. Do you prefer to share your dreams or to keep them private?
4. How might you make dreams about the future come true?

Please ask the students to determine three ways self-control is important to reach your dreams.

**Materials:**

None

# COMMUNICATING PROGRESS

**Purpose:** Help students learn ways to communicate strengths, needs, abilities, and skills.

Tell the students:

> It is important for us to learn to communicate our progress in a way that helps us. This activity gives us practice. Please listen, follow directions, and participate.

School grades are very complex symbols. They mean one thing to teachers, another to parents, and something else still to the students.

Without having the class analyze all the meanings of their grading system, it might be interesting to have them create a set of evaluation symbols they would like to use in their class.

To put students as ease, set up a fantasy situation where everyone suddenly forgot what report cards look like and how they are used to tell parents about students' work.

It could be the job of the class, as individuals or in small groups, to create a new report card that includes a clear and useful code for telling parents the important aspects of their children's progress in school. In this way, the students would have to think about what information they feel is important enough to be evaluated and in what ways the information could be communicated.

Ideally, the class could work out a master report card form that could be used and that parents could react to.

**Notes:**

**Materials:**

None

**Notes:**

- Self-Control -

# DESCRIBE YOURSELF

**Purpose:** Help students learn the importance of knowing their abilities, interests, attitudes, and character qualities.

Tell the students:

> It is important for us to discover our abilities, interest, attitudes, and character qualities. This activity gives us practice. Please listen, follow directions, and participate.

Discuss with the class group (or individually) the importance of knowing our own abilities, interests, attitudes, and character qualities.

Direct the class to make a list of traits that "you think best describe you".

Then do the following:

1. List those things that can be changed.
2. List those things that cannot be changed.
3. Using the list of things that can be changed, list strong qualities and those that need strengthening separately.
4. Draw a plan of action that will help you become what you desire to be.

**Materials:**

None

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- Self-Control -

# SPECIAL JOB ROLE-PLAY

**Purpose:** Help students learn strategies for demonstrating appropriate work behavior.

Tell the students:

> It is important for us to learn to demonstrate appropriate work behavior that helps us. This activity gives us practice. Please listen, follow directions, and participate.

Have a class discussion on the importance and dignity of work. Let each student role-play something he or she does at home to help. Ask students to explain the reason doing it is important to him or her and to the family.

Begin by saying:

> Each of us has a responsibility or a special job, either at home or at school. Our jobs need to help us feel useful. Think of a special job you have. Act it out and we'll see if we can guess what it is.

Ask students or student groups to respond to the different role plays. Determine the impact self-control plays in each situation.

Optional: You may let each student role-play something he or she does at school and at other settings to help.

**Notes:**

**Materials:**

None

549

Notes:

- Self-Control -

# HANDLING RESTLESSNESS

**Purpose:** Help students learn strategies to control themselves in difficult situations.

Tell the students:

> Practice helps us learn ways to control ourselves. This activity gives us practice. Please listen, follow directions, and participate.

Discuss with the class how people feel when they have been sitting for a long time.

Play the song-game, *Did you Ever See a Lassie?* Have the students demonstrate restlessness in answer to the question posed in the song. Then ask them to demonstrate helpful ways to deal with the need for activity.

Some helpful and hurtful ways may be brought out in dealing with their restlessness. Through discussion, the group may decide which activities best fit into the physical classroom and the classroom atmosphere. Then ask the students which activities best fit into the out-of-doors.

The students may offer personal examples of times they've been restless and suggest what they could do in these situations. It may be helpful to add to the list and post illustrative pictures from magazine or student drawings to refer to during the year.

**Materials:**

Drawing paper
Drawing supplies or magazine pictures
Song: *Did You Ever See a Lassie?*

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# MIRROR PERSON

**Purpose:** Help students learn awareness of personal limitations and needs.

Tell the students:

> It is important for us to know more information about ourselves and ways our behavior helps us. This activity gives us practice. Please listen, follow directions, and participate.

Read to the class the following poem which is designed to get students to begin to look at their own self-characteristics and self-control.

> Who's that mirror person in front of me?
> I don't understand all that I see.
> Am I quiet or yak-yak-yak?
> Am I thin or am I fat?
> Can I sit still or always move?
> Am I dull or in the groove?
> Can I ask for what I need,
> Or is that something I can't see?
> —T. R. Radd

Ask the students to listen as you read the poem. Ask students to answer each poem question in sequence as your reread it. You may wish to discuss the purposes of a mirror before you ask for answers to the questions.

Related activities:

1. Make use of concave or convex mirrors and ask the following questions. Are you really different because you now look different?
2. Look at yourself in the mirror. Draw yourself.
3. Discuss the way our self-characteristics can sometimes affect self-control.

**Notes:**

**Materials:**

Mirror
Optional:
Concave or convex mirror

**Notes:**

## - Self-Control -

# ASSESSING CHANGE

**Purpose:** Help students learn ways they have changed over time.

Duplicate and distribute the Assessing Change activity sheet. Have a group discussion about how sometimes people change without knowing it.

| | First Grade | Now | |
|---|---|---|---|
| | | Same | Dif |
| Game you played | | | |
| Toy you played with | | | |
| TV show you watched | | | |
| Book you read | | | |
| Friend you had | | | |
| Where you lived | | | |

Next to each item, write a word that tells what you did in first grade. Under the "Now" column, mark an X below "Same" if you still do this or "Dif" if you do something different or if the situation is different for you now.

Ask students to use the Creative Corner to draw or express changes and the role self-control plays.

**Materials:**

Activity sheet

- Activity sheet -

# Assessing Change

Next to each item, write a word that tells what you did in First Grade. Under the "Now" column, mark an X below "Same" if you still do this or "Dif" if you do something different or if the situation is different for you now.

| | First Grade | Now | |
|---|---|---|---|
| | | Same | Dif |
| Game you played | | | |
| Toy you played with | | | |
| TV show you watched | | | |
| Book you read | | | |
| Friend you had | | | |
| Where you lived | | | |

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**Notes:**

# EVALUATING YOUR WORK

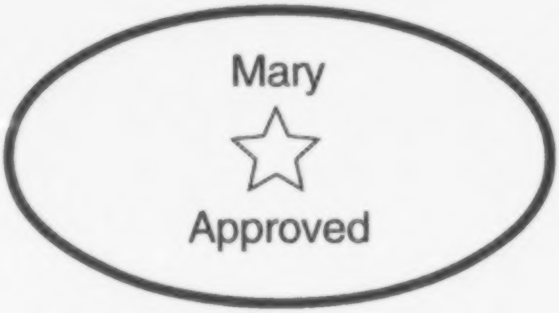
**Purpose:** Help students learn strategies for evaluating and improving their work.

Tell the students:

> It is important for us to learn ways to evaluate and improve our own work. This activity gives us practice. Please listen, follow directions, and participate

This activity encourages students to evaluate and improve their own work. Show the group a few of the seals of approval found in magazine ads and on manufactured products such as the Good Housekeeping and the UL seal.

Discuss with students the meaning of such seals. Have each student design his or her own seal of approval (see illustration). Help each student design a chart outlining appropriate standards for him or herself. The standards need to be realistic (e.g., neatness, completeness, thoroughness, promptness). When the student hands in work that meets the standards, he or she can place the seal of approval on the work. Discuss the reason a seal cannot be used indiscriminately (it will lose its meaning and the student will lose the privilege of using it). Have the group keep track of how many times each week they hand in assignments bearing their seal.



**Materials:**

None

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## - Self-Control -

# HOME RESPONSIBILITIES

**Purpose:** Help students learn strategies for demonstrating appropriate behavior.

Tell the students:

> It is important for us to learn to demonstrate appropriate behavior that helps us. This activity gives us practice. Please listen, follow directions, and participate

Discuss with the class how to cooperate at tasks, thus avoiding quarreling over certain situations because of a lack of cooperation.

Have students develop a personal "My Jobs" chart listing home responsibilities, such as:

> I straightened my room before bedtime.
>
> I picked up my clothes without being told.
>
> I fed the fish without being reminded.

Students may add to their charts as other jobs are accomplished.

Discuss the relationships between completing jobs, responsibility, and self-control.

**Notes:**

**Materials:**

Paper
Pencil

**Notes:**

- Self-Control -

# WHAT'S YOUR GUESS?

**Purpose:** Help students learn strategies to control themselves in difficult situations.

Tell the students:

> Practice helps us learn ways to control ourselves. This activity gives us practice. Please listen, follow directions, and participate.

Discuss with the class what would happen in the following situations if:

There was no school patrol to tell them when to cross the street.

There was no referee at a basketball game or umpire at a baseball game.

There were no rules for playing games.

There was no conductor to lead an orchestra.

1. Have several students role-play the different situations mentioned above and discuss the importance of behaving in a controlled manner in these situations.
2. Have students think of other situations of this kind and describe the results.

Relate the activity ideas to other life situations.

**Materials:**

None

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- Self-Control -

# CONTROL YOUR EMOTIONS

**Purpose:** Help students learn strategies to control themselves in difficult situations.

Tell the students:

> Practice helps us learn ways to control ourselves. This activity gives us practice. Please listen, follow directions, and participate.

Discuss with the class group how all persons have feelings and emotions. (Show pictures of students expressing different kinds of emotions.) Use selected feeling words from the Feeling Words Cards found beginning on page 296.

Discuss the importance of learning how to control and express feelings and emotions in a manner that will benefit both themselves and others. Direct students to complete the open-ended sentence:

> The feeling that is hardest for me to control is ________________________________________.

Allow other students to suggest how that emotion can be controlled.

**Notes:**

**Materials:**

Activity sheet:
  Feeling Words Cards
Optional:
  Feeling pictures

Notes:

# WAYS OTHERS INFLUENCE BEHAVIOR

**Purpose:** Help students learn strategies to control themselves in different situations.

Tell the students:

> Practice helps us learn ways to control ourselves in different situations. This activity gives us practice. Please listen, follow directions, and participate.

To show how one behaves differently because of the presence of different people, a student might perform a simple activity like telling a joke or suggesting one that he or she would like to act out.

The student might perform for the rest of the group several times, with the group pretending to be something different each time (e.g., friends, a group of teachers and the principal, the police, parents, grandparents, or the school custodian).

Ask the students to use their imagination so that the exercise becomes as real as possible.

Find out the reasons the student acted differently each time.

> Did he or she feel stifled, uninhibited or something else?
>
> Explore ways students feel when behaving differently with different people.
>
> Explain the way that the different experiences affect self-control.

**Materials:**

None

# THE IMPACT OF RULES

**Purpose:** Help students learn strategies to control themselves in difficult situations.

Tell the students:

> Practice helps us learn ways to control ourselves. This activity gives us practice. Please listen, follow directions, and participate.

Role-play or discuss the following situations:

1. Some students were playing with Legos at free time. They did not put them all away. Later, when the students were skipping, they did not see a wheel on the floor. What might have happened?
2. The class is waiting for story time and some students are playing instead of putting away their paints. What happens then?
3. A student is running down the hall from the library when a teacher from another class comes out and stops him. What will probably happen next?

Ask students to determine what needs to be done to demonstrate self-control.

**Notes:**

**Materials:**

None

**Notes:**

# HANDLING ANXIETIES

**Purpose:** Help students learn strategies to control themselves in anxious situations.

Tell the students:

> Practice helps us learn ways to control ourselves when we are anxious. This activity gives us practice. Please listen, follow directions, and participate.

Discuss with the class what they would do in the following anxiety-producing situations:

1. You just finished putting together a model car. A younger child comes to your house and breaks it.
2. Your mother has asked you to go to the store for groceries. On the way to the store, you lose the money.
3. Your pet cat has eaten the parakeet your friend left with you during vacation.

Students may add other situations that were anxious for them and discuss the situation with the group.

Ask students to determine appropriate self-control strategies for the situations. Discuss ways of applying activity ideas to various life situations.

**Materials:**

None

# WAYS TO VERBALIZE ANGER

**Purpose:** Help students learn strategies for demonstrating appropriate behavior.

Tell the students:

> It is important for us to learn to demonstrate appropriate behavior that helps us. This activity gives us practice. Please listen, follow directions, and participate.

There are various ways to express anger. The most frequent expression of anger is through verbalization. You can write the following statements on the board, encouraging discussion as to which way you would rather have someone express anger and the reason.

1. Swearing, cursing, name calling versus "I feel angry when you (walk away) because I (want you to help me)."
2. "You thief! I'm going to tell!" versus "I don't like it when you take my things without asking."
3. "Liar." versus "You didn't tell me the truth."
4. "You're a lousy hitter. Get off the team." versus "I wish you would practice hitting."

You could assign one statement to each of two students to verbalize as if they were really talking to each other. The students may have other statements to suggest.

Ask students to determine times they can use the ideas in various life situations.

**Notes:**

**Materials:**

None

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**Notes:**

# CONTROLLING YOUR ACTIVITY

**Purpose:** Help students learn strategies for demonstrating appropriate behavior.

Tell the students:

> It is important for us to learn to demonstrate appropriate behavior that helps us. This activity gives us practice. Please listen, follow directions, and participate.

Ask the students to decide which ways of dealing with the need for activity are most helpful in your particular school situations. Encourage students to work together on posters to display as reminders of helpful methods.

It is important to help the students realize that some activities that may otherwise be helpful may not conform to your school policy or physical setting. Be sure that the activities decided upon meet the needs of both you and the student. Some helpful (but not bothersome) activities that have proven effective in certain classrooms are:

1. changing positions
2. changing locations
3. getting a drink
4. chewing gum or hard candy (quietly), if appropriate
5. doodling
6. changing activities
7. taking a walk

Also, you may suggest using some of these methods outside of school to test their effectiveness. Ask students to report the results of their tests.

**Materials:**

Poster paper
Art supplies

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## - Self-Control -

# THINKING CHAIR

**Purpose:** Help students learn strategies to control themselves in difficult situations.

Tell the students:

> Practice helps us learn ways to control ourselves. This activity gives us practice. Please listen, follow directions, and participate.

Have a "thinking chair" placed in a quiet part of the room.

If students feel that they have problems that they would like to be alone to think or talk about, they may go to the thinking chair.

Hopefully, this would provide security for students and also remove them from the group, which may be the cause of the problem or may become the brunt of the frustration. When you are free, you may ask the students if you can be of help.

Students may draw or express the solutions they think of during this thinking chair break.

**Notes:**

**Materials:**

Optional:
- Drawing paper
- Drawing supplies

**Notes:**

**- Self-Control -**

# HANDLING PEER PRESSURE

**Purpose:** Help students learn strategies to control themselves in difficult situations.

Tell the students:

> Practice helps us learn ways to control ourselves. This activity gives us practice. Please listen, follow directions, and participate.

Discuss with the students how a group might want to pressure them into doing something they know would not be helpful in the following situations. Include in the discussions such things as the student's feelings when he is being pressured and the feelings he has if he gives into group pressure and violates his own self-control boundaries. Clarify with the students that ultimately they choose what they will do.

1. Your mom has left you at home for a little while with the instructions that no one is to come in the house while she's gone. Several friends come over and want to play with you.
2. Your brother has a new baseball and has asked you not to play with it. Some friends come over and want to play with it.
3. Your mom brought you a present from a trip. You took it to school and one of your friends coaxed and begged for you to give it to him.

Students may generate other situations for the group to discuss. Ask students to determine ways that their choices demonstrate self-control and are helpful to self and others.

**Materials:**

None

- Self-Control -

# HANDLING PEER PRESSURE ROLE-PLAY

**Purpose:** Help students learn strategies to control themselves in difficult situations.

Tell the students:

> Practice helps us learn ways to control ourselves. This activity gives us practice. Please listen, follow directions, and participate.

Ask the students to role-play or act out some of the Handling Peer Pressure situations with puppets to show how people can persuade someone to do something that is hurtful. Show both sides of the situation. In follow-up discussions, ask the students to determine who was responsible for the person's actions in each situation.

1. Your mother has left you at home for a little while with the instructions that no one is to come in the house while she's gone. Several friends come over and want to play with you.
2. Your brother has a new baseball and has asked you not to play with it. Some friends come over and want to play with it.
3. Your mother brought you a present from a trip. You took it to school and one of your friends coaxed and begged for you to give it to him.

Students may use additional situations for their role-play or puppet plays.

Optional: Students may want to make their own puppets from bags or other materials.

**Notes:**

**Materials:**

Puppets

**Notes:**

- Self-Control -

# BEHAVIOR PROBLEMS AND SOLUTIONS

**Purpose:** Help students learn strategies to control themselves in difficult situations.

Tell the students:

> Practice helps us learn ways to control ourselves. This activity gives us practice. Please listen, follow directions, and participate.

Ask the students to consider possible causes for certain problem behavior and encourage them to identify more helpful reactions to each problem.

Make two sets of 3 x 5 cards.

Each card in the first set describes the kinds of behavior typical of students in that grade level (e.g., talks all the time, pushes people around, complains of illness, shows off, acts shy, acts afraid, etc.).

Each card in the second set names a possible cause for behavior (e.g., not sure of his or her ideas, would like to be stronger, doesn't think much of self, feels unliked, etc.).

Pass out cards that describe a kind of behavior to some of the students.

Place the cards that name causes for behavior on a board ledge or board.

Have each student read the behavior card he or she holds and ask another student to select a "cause card" that could help explain the behavior.

Discuss each behavior selected. Help the group identify more helpful reactions and self-control for each behavior.

Optional: Ask students to write the behavior cards in certain age levels as appropriate. Add additional cards as needed.

**Materials:**

3 x 5 file cards

- Self-Control -

# CHOICES AND CONSEQUENCES

**Purpose:** Help students learn to formulate a theory about choices and consequences and then apply it to situations.

Tell the students:

> It helps us to learn ways our feelings and self-control affect our choices and consequences. This activity gives us a chance to learn and practice. Please listen, follow directions, and participate.

Ask the students to discuss the following:

Explain the meaning of choices and consequences.
(Choice: A course of action that is helpful or hurtful.)
(Consequences: Things that happen as a result of one's choices.)
Who is in charge of your choices?
Explain who determines your consequences.
Explain the way helpful choices affect your consequences.
Explain the way hurtful choices affect your consequences.

After the students have considered these questions, ask them to consider the following situations in light of their discussion. What part do feelings play in choices and consequences and in justice?

1. A student who is doing poorly in school
2. A child who never cleans his room
3. A student who is boisterous and disruptive
4. A baby who keeps crying
5. A student who is quiet and does not participate
6. A bad habit that one wants to break
7. A student who is cheating on a test
8. A person who steals something from a store

Discuss the role that self-control plays in choices and consequences.

**Notes:**

**Materials:**

None

**Notes:**

**- Self-Control -**

# CREATE A STORY

**Purpose:** Help students learn strategies for demonstrating helpful behavior.

Tell the students:

> It is important for us to learn to demonstrate behavior that helps us. This activity gives us practice. Please listen, follow directions, and participate.

Ask the students to make up a story entitled "Helpful Harry at School." Begin the story with the statement, "Once upon a time there was a boy in school whose name was Helpful Harry. These are some of the things he did."

Ask the students to contribute their ideas to complete the story. Ask them to include examples of self-control in the story they create.

**Materials:**

None

## - Self-Control -

# NO CONFLICT ALLOWED

**Purpose:** Help students learn strategies to control themselves in difficult situations.

Tell the students:

> Practice helps us learn ways to control ourselves. This activity gives us practice. Please listen, follow directions, and participate.

To encourage students to broaden their view of conflict to include its creative as well as its destructive elements, ask small groups of students to think about, and then role-play, one of the following situations:

1. What would happen if no one in your family were allowed to disagree with any other family member's ideas? Show some typical family situations.
2. Show some scenes from a presidential election campaign during which all candidates agreed on all issues.
3. Supply books with fairy tales. Suppose a law were passed to prevent everyone under 5 years old from experiencing any conflict. How would you rewrite favorite stories, fairy tales, or TV shows to make them safe for preschool-aged children to hear?
4. Show us what a sport would be like if all conflict disappeared from it. What rules would be different? What would the referee do? How would the players feel? How would the fans act?

Discuss the ways that conflict can be helpful when people maintain self-control and respect for others.

**Notes:**

**Materials:**

Fairy tale books

**Notes:**

- Self-Control -

# WHAT WOULD HAPPEN?

**Purpose:** Help students learn strategies for demonstrating appropriate behavior.

Tell the students:

> It is important for us to learn to demonstrate appropriate behavior that helps us. This activity gives us practice. Please listen, follow directions, and participate.

Divide the class into groups and ask each group to draw a picture to show a consequence of behavior in one of the following situations:

1. A little girl left her tricycle in the street when she finished playing.
2. A boy with a new bike was showing off by riding "no hands".
3. A girl had a pet turtle that she neglected to feed for several days.
4. A boy talked back to his mother when she told him it was time to go to bed.
5. A student pushed another student out of his seat on the bus.

Discuss the role of self-control in each of these situations.

**Materials:**

Drawing paper
Drawing supplies

570

- Self-Control -

# FEELINGS IN NEW SITUATIONS

**Purpose:** Help students learn strategies for demonstrating appropriate behavior.

Tell the students:

> It is important for us to learn to demonstrate appropriate behavior that helps us. This activity gives us practice. Please listen, follow directions, and participate.

Have a group discussion about the different feelings we choose when confronted with new or different situations.

Ask the students to illustrate a situation and write 10 feeling words about the situation. The appropriate Feeling Words Lists and Feeling Words Cards activity sheets found beginning on page 293 may be helpful to assist students with feeling word choices.

**Notes:**

**Materials:**

Drawing paper
Drawing supplies
Optional: Feeling Words activity sheets

**Notes:**

## - Self-Control -

# IF THAT DOESN'T WORK . . .

**Purpose:** Help students learn strategies to control themselves in difficult situations.

Tell the students:

> Practice helps us learn ways to control ourselves. This activity gives us practice. Please listen, follow directions, and participate.

Civil disturbances sometimes occur when oppressed people feel that their needs have not been met and that all their alternative courses of action have been exhausted. Challenge the students to test their own frustration levels and their abilities to offer new nonviolent alternatives for unsolved problems. The class can divide into teams, and the teams might compete to plan a list of possible solutions for given problems.

These lists might be step-by-step procedures (e.g., First we would do this, and if that doesn't work . . . ). The given problems might include

1. eliminating gangs from the area,
2. preventing a store from selling unfit products,
3. stopping a factory from polluting, or
4. eliminating safety hazards from school.

As appropriate, students might be encouraged to investigate the various available legal channels, nonviolent protests acts, and so on, in preparing their lists.

Ask students to determine possible ways to include service learning projects as a result of their investigations.

**Materials:**

Paper
Pencil

## - Self-Control -

# OWNING YOUR BEHAVIOR

**Purpose:** Help students learn strategies for demonstrating appropriate behavior.

Tell the students:

> It is important for us to learn to demonstrate appropriate behavior that helps us. This activity gives us practice. Please listen, follow directions, and participate.

Ask the students to tell about a time when someone "made them" get into trouble. Help students see that we always have a choice; that what we do is our own decision.

Ask students to determine the way their behavior choices and level of self-control affects what happens to them.

Students may role-play situations they have experienced.

**Notes:**

**Materials:**

None

**Notes:**

- Self-Control -

# TELLING OR TATTLING?

**Purpose:** Help students learn strategies for demonstrating appropriate behavior.

Tell the students:

> It is important for us to learn to demonstrate appropriate behavior that helps us. This activity gives us practice. Please listen, follow directions, and participate.

Write "telling" and "tattling" on the board. In a discussion, bring out that reporting that helps someone is telling, whereas reporting that does not help and may even hurt someone is tattling. After establishing this distinction, you could ask:

1. Have you ever heard anyone say, "I'm going to tell"? Have you ever said it? When? Has anyone ever said this to you? When? Explain your feelings.

2. Have you ever heard anyone called a tattletale? Have you ever called anyone a tattletale? Explain your feelings.

3. Explain the reason a person might tell on others. (You can list the reasons on the board.)

4. Is telling always tattling? Give examples. You might also make a situation in which the class has to decide whether the informer is telling or tattling. For example, if someone told an adult that Joe was making snowballs and throwing them at smaller students, would the informant be telling or tattling?

Have the class think of other examples.

**Materials:**

None

574

# APPROPRIATE BEHAVIOR

**Purpose:** Help students learn strategies for demonstrating appropriate behavior.

Tell the students:

> It is important for us to learn to demonstrate appropriate behavior that helps us. This activity gives us practice. Please listen, follow directions, and participate.

Organize a short trip to an expensive restaurant, yet one where the class could order ice cream, a soft drink, or something relatively inexpensive.

Note: Prearrange this trip with the restaurant management and invite adults to accompany the group. If a field trip is not feasible, the restaurant situation might be simulated in the room.

Before students have the trip experience, discuss ways that appropriate behavior differs from place to place and is strictly observed.

After students return, ask students the differences they observed between student behavior in the classroom or the home, on the trip, and when they returned to the classroom. One may act different in his own home than in another home. For example, state the reasons someone might be willing to help with the dishes at a friend's house but have to be coaxed to do them at home.

**Notes:**

**Materials:**

None

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**Notes:**

## - Self-Control -

# TALK IT OVER

**Purpose:** Help students learn strategies to develop confidence and feelings of security.

Tell the students:

> It is important for us to identify times we feel secure and insecure and learn things we can do about it. This activity gives us practice. Please listen, follow directions, and participate.

Discuss with the students or student the effects that the emotions of fear, anger, and worry have on feelings of security and on the appetite and digestion.

Explain that talking over a problem or fear with parents, a counselor, or a teacher can prevent upset stomachs or a feeling of insecurity. This procedure often brings peace of mind and a feeling of relaxation.

Ask students to test this idea and report the results to the group

**Materials:**

None

## - Self-Control -

# CHALLENGE BANK

**Purpose:** Help students learn strategies to control themselves in difficult situations.

Tell the students:

> It helps us learn ways to control ourselves when we practice. This activity gives us practice. Please listen, follow directions, and participate.

Develop a "Bank" of challenging situations that can be picked out, role-played, and discussed. Puppets can be an effective medium of expression for this or any role-playing activity. Students may feel more secure in assuming a role if they can use a puppet to portray the character.

Give students the chance to relate personal experiences about times when they felt anger.

Discuss with the students some other reasons people may become angry. Ask them to offer instances that revealed their anger.

Have the students think of different ways people act when they become angry.

Students may also volunteer to demonstrate these ways.

### Notes:

### Materials:

Optional:
Puppets

**Notes:**

## - Self-Control -

# GROUP PATTERN EXPERIENCE

**Purpose:** Help students learn the effect other peoples' behavior has on their behavior and self-control.

Tell the students:

> It is important for us to learn ways we are leaders or followers influenced by the behavior of others. This activity gives us practice.

To show how strongly group patterns might influence individual behavior, use this kind of experiment.

Early in the day, six or seven students might be asked secretly to act as confederates.

At a fixed signal, students would be expected to interrupt their work for a moment and perform, one after the other, similar actions uncommon to classroom routines.

For example, during study period in which absolute silence is expected, hand a marker to the first confederate. He would then print his name forward and backward on the board and hand the marker to the second confederate. The second would then do the same with her own name and hand the marker to the third confederate and so on. Eventually, the last confederate can hand the marker to the next student and, if the pattern has been clearly established, the rest of the class will probably continue to take turns printing their names forward and backward on the board.

This behavior is more successful if acted out by seats and rows rather than randomly.

Discuss the reason students will become followers. Explore the relationship between following and self-control.

**Materials:**

None

### - Self-Control -

# HANDLE YOUR ANGER

**Purpose:** Help students learn strategies to control themselves in difficult situations.

Tell the students:

> Practice helps us learn ways to control ourselves. This activity gives us practice. Please listen, follow directions, and participate.

Discuss with the students how frustration is caused and how it sometimes leads to anger.

Display to the class pictures expressing anger, or ask students to demonstrate what anger might look like, sound like, and feel like.

Talk about situations where angry feelings occur and ways of controlling angry feelings caused by frustration.

Role-play the control of angry feelings when someone takes something that is yours. Tell what thoughts help to handle the angry feelings and discuss them with the class group.

Continue with other situations suggested by the students. Ask students to determine thoughts that help them maintain self-control.

**Notes:**

**Materials:**

Pictures of anger
or
Drawing paper
Drawing supplies

**Notes:**

- Self-Control -

# ANGER DISCUSSIONS

**Purpose:** Help students learn to use discussion as one way to control anger.

Duplicate and distribute the Anger Discussions activity sheet.

Discuss with the class the importance of talking about angry feelings with someone, instead of suppressing them, and learning to deal with them in a constructive way. Include in the discussion the importance of their daily decisions—what to do, what to read, what programs to watch, and so on.

Then have each student complete the following sentence:

When I was angry, it helped me to talk with ________________

_____________ because ______________________________

_____________________________________________.

Ask for volunteers to discuss their completed sentences with the class.

The Creative Corner is provided for drawing and expressing other thoughts and feelings of these situations.

**Materials:**

Activity sheet

580

**- Activity sheet -**

# Anger Discussions

Complete the following sentence:

When I was angry, it helped me to talk with ______________
___________________________ because ____________________
________________________________________________________
________________________________________________________.

Draw or express other thoughts and feelings of these situations.

**Creative**
**o**
**r**
**n**
**e**
**r**

**Notes:**

- Self-Control -

# SENTENCE COMPLETION

**Purpose:** Help students learn strategies for demonstrating appropriate behavior.

Duplicate and distribute the Sentence Completion activity sheet.

The following open-ended sentences might be used for group discussion, for individual conferences or as topics for drawing or for writing paragraphs or short stories.

1. Behavior is ________________________________.
2. The way I feel about the reason I do things is __________ ________________________________________________.
3. The way I feel when I learn the reason other people do things is ________________________________.
4. One problem with finding the real cause for behavior is ________________________________________________.
5. Some ways to find out what causes things are ________________________________________________.
6. I don't understand the reason people _______________ ________________________________________________.
7. Sometimes I don't understand the reason ____________ ________________________________________________.

Ask students to apply the information learned to other life situations.

**Materials:**

Activity sheet

582

- Activity sheet -

# Sentence Completion

1. Behavior is ________________________________.

2. The way I feel about the reason I do things is ________
________________________________________________.

3. The way I feel when I learn the reason other people do things is ________________________________
________________________________________________.

4. One problem with finding the real cause for behavior is
________________________________________________.

5. Some ways to find out what causes things are _______
________________________________________________.

6. I don't understand the reason people ______________
________________________________________________.

7. Sometimes I don't understand the reason I __________
________________________________________________
________________________________________________.

**Notes:**

## - Self-Control -

# TELEVISE SOLUTIONS

**Purpose:** Help students learn strategies to control themselves in difficult situations.

Tell the students:

> Practice helps us learn ways to control ourselves. This activity gives us practice. Please listen, follow directions, and participate.

Ask the students to prepare a television program by using pictures to show details that might cause fear when visiting a doctor's office, dentist's office, or when transferring to a new school.

Role-play a solution to overcome a specific fear and present the solution on the class television show. Discuss ways fear effects self-control.

**Materials:**

Drawing paper
Art supplies

584

# THE IMPACT OF NEEDS ON ACTIONS

**Purpose:** Help students learn strategies for demonstrating appropriate behavior.

Tell the students:

> It is important for us to learn to demonstrate appropriate behavior that helps us. This activity gives us practice. Please listen, follow directions, and participate.

This activity may help the students understand that unfulfilled needs can affect peoples' choices to use hurtful actions.

Make two sets of flashcards, each set on a different color of paper. On each card of one set, list a need (e.g., love, food, rest, friends, being a somebody, security, warmth, clothes).

On each card of the other set, list a hurtful action (e.g., hitting, pushing, kicking, breaking, tattling). Give a need card and a hurtful action card to each student or to a small group of students.

Ask each student to draw one picture to illustrate the hurtful action card.

When the pictures are completed, each student can tell or write a descriptive story about how the drawn need card can affect a person's choice to use a hurtful action. The students may find that a need can affect the different actions and that an action can be affected by different needs.

Optional: Ask students to write the behavior cards in certain age levels as appropriate. Add additional cards as needed.

**Notes:**

**Materials:**

Colored paper
Flash cards with
  needs and
  actions
Drawing supplies

Notes:

- Self-Control -

# CREATE LEARNING STORIES

**Purpose:** Help students learn strategies for demonstrating appropriate behavior.

Tell the students:

> It is important for us to learn to demonstrate appropriate behavior that helps us. This activity gives us practice. Please listen, follow directions, and participate.

Ask the students to make up short stories to fit the following sentences:

> Once upon a time there was a student who went to school. She did not listen when the teacher told about ____________________, so that is the reason she cannot ________________________________________.

Ask students to discuss the effect of self-control on learning. Ask them to give examples of times their self-control was helpful to their learning.

**Materials:**

None

## - Self-Control -

# ASSERTIVE BEHAVIOR

**Purpose:** Help students learn the impact of assertive behavior on their feelings and attitudes toward self and others.

Tell the students:

> It is important for us to learn to demonstrate appropriate behavior that helps us. This activity gives us practice in using helpful, assertive behavior. Please listen, follow directions, and participate.

Discuss the following definition of assertive behavior with the students:

> Behavior aimed at asking for what one wants in a timely and appropriate manner, in contrast to either passive or aggressive behaviors.

It is important for students to understand about assertive actions, because they can really have a positive effect on self-control. Ask students to show their ability to understand assertive behavior by making folders, individually or in a group, that would contain clippings from newspapers or magazines, or short descriptions from episodes on TV or in the movies that they think show assertive behavior.

Proceed by:

1. Distributing the materials and supplies and ask students to begin finding examples of assertive behavior.
2. Determine if the activity is to be done individually or in a group.
3. Ask students to begin searching for examples of assertive behavior and bring those examples to school by a certain date.
4. Ask students to determine their feelings and attitudes toward self and their self-control when they experience assertive behavior *or* when they are assertive.

Ask the group or individual to share and discuss their folder of assertive behavior examples with the class. Ask the class to determine what was learned from their experience.

**Notes:**

**Materials:**

Construction paper
Newspapers
Magazines
Art supplies
Scissors

**Notes:**

# CONTROLLING AGGRESSION

**Purpose:** Help students learn strategies for using assertive behavior as a way to maintain self-control.

Tell the students:

> It is important that we are aware of the difference between assertive and aggressive behaviors and the impact those behaviors have on self-control. This activity helps us learn more about that impact. Please listen, follow directions, and participate.

Have a discussion about assertive and aggressive behaviors and define the differences with the students.

Divide the students into groups. Ask each group to brainstorm ways they can control themselves and use assertive behavior instead of aggressive behavior.

Ask each small group to role-play one of their assertive behavior strategies for the larger group.

Point out the benefits of assertive behavior. Ask students to discuss the differences and the impact of both behavior choices on their self-control.

**Materials:**

None

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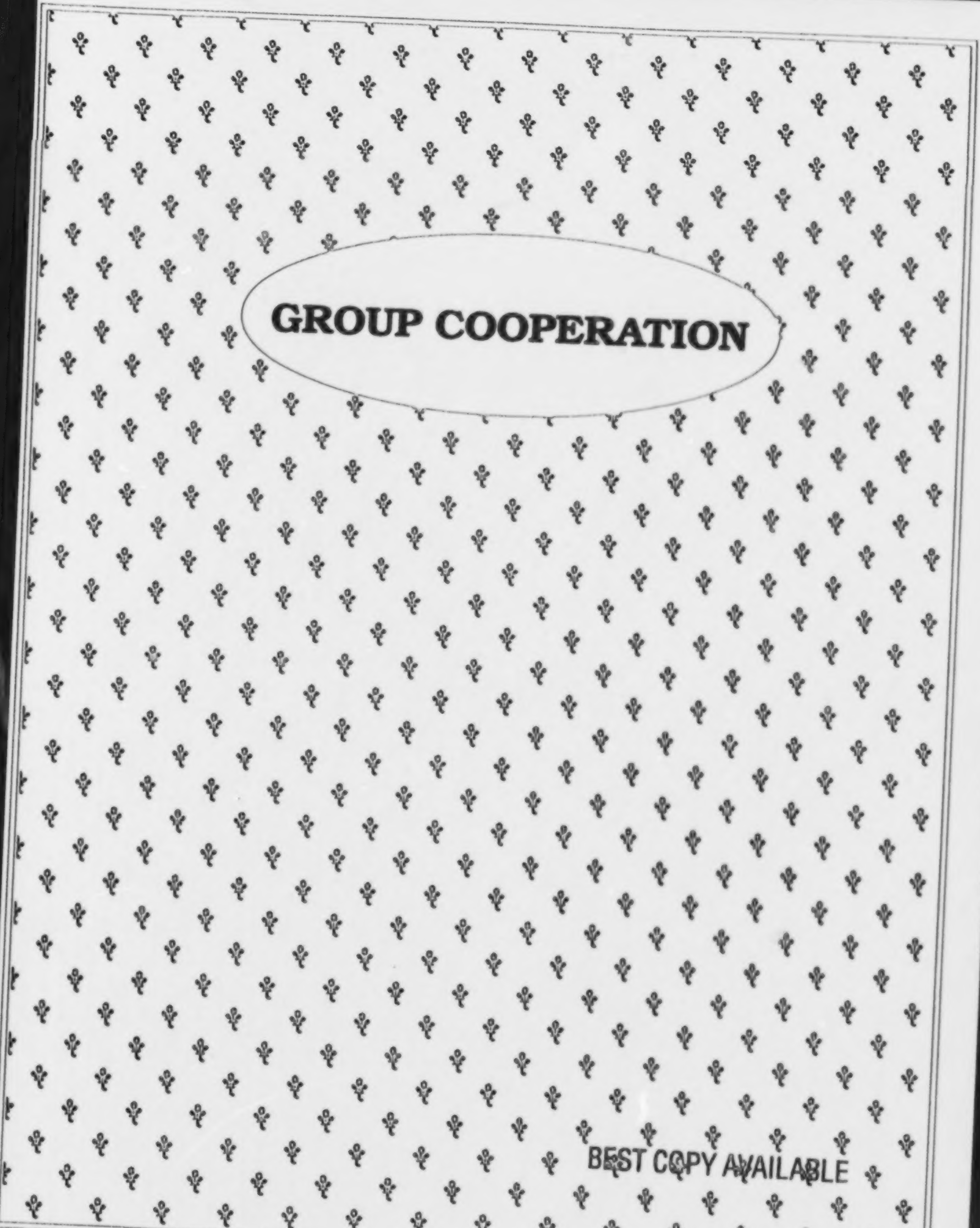

# GROUP COOPERATION

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## *Group Cooperation:*

***The perception of how one relates to working in a group in reference to the group's members.***

***The ability to be responsible and dependable when completing group projects.***

***The ability to demonstrate a commitment and attitude of quality and to give one's best effort in and for the group.***

## - Group Cooperation -

# CONFORMITY EXPERIENCE

**Purpose:** Help students learn strategies for working effectively in groups when completing group projects.

Tell the students:

> It is important that we learn ways to work effectively in groups when completing group projects. Everyone in a group counts on each other. This activity will give us practice. Please listen, follow directions, and participate.

To focus on the conformity and nonconformity of individuals in groups, ask the group to participate in this role-play guessing game.

Groups of four students could each convey an action to the rest of the class through role-play. Students in each group can draw lots to determine their roles. For example, one student might be the leader, two students the conformists, and the last student the nonconformist.

The leader could first act out the given action in any way he or she chooses. The two conformists might then take turns mimicking the leader's every movement. The nonconformist could then convey the same action in a way very different from that of the leader. After this, the class can guess the subject of the role-play.

As a follow-up, the class could be asked to cite real examples of conformity and nonconformity in the groups to which they belong. Some sample role-play subjects could include the following:

Trying to stay awake while watching a TV late movie

Walking into the dentist's office

Hiding the mistake of wearing unmatched shoes to school

**Notes:**

**Materials:**

None

**Notes:**

## - Group Cooperation -

# YOUR FAMILY MAP

**Purpose:** Help students learn about group members and their unique contributions to the group.

Tell the students:

> Knowing more about the members of the group helps us learn strategies for working together well. This activity will give us practice. Please listen, follow directions, and participate.

Individuals in a family have similar and different interests.

Give students a local road map or ask them to draw one. Ask each student to develop a code for understanding the information on the map. For example, a dark crayon might be used to follow a main road.

In the lower right-hand corner, ask students to draw or glue figures representing the members of their family, then copy or paste drawings of each member in one or more places of interest along the route. For example, the baby might be put by a zoo, brother by a park, and sister by a museum.

The positions show an interest of each family member. They could be displayed as a general student or group travel guide.

Ask each student to use the map to take another student on a sight-seeing trip that incorporates the interests of the family.

Ask students to explain ways that knowing family member interests is important for group cooperation at home.

Explore ways family interests may be incorporated in school, classroom interests or fun special days, or for career awareness.

**Materials:**

Map copies or maps found on the Internet
Drawing paper
Drawing supplies

## - Group Cooperation -

# WHERE ARE YOU?

**Purpose:** Help students learn strategies for working effectively in groups when completing group projects.

Tell the students:

> It is important to learn ways to work effectively in groups when completing group projects. Everyone in a group counts on each other. This activity will give us practice. Please listen, follow directions, and participate.

Place a line on the board with a character named Marie at one end and a character named George at the other end. Read to the class the description below and have students place their names on the board according to which of the two personalities they tend to be like when they work in a group.

> Marie: She wants to be a part of the group—a very important part. She wants her ideas to be chosen. She starts talking as soon as an idea pops into her head, even if someone else is already talking. If no one seems to be listening, she gets mad and shuts up because her feelings are hurt. She wants to get out of the group when they aren't doing things her way.
>
> George: When he works in a group, he likes to hear their ideas. He listens when others talk and works to understand the meaning behind the words they say. He thinks about what is happening in the group and gives ideas and opinions when he thinks he has an idea to share. He wants to give his best.

Ask students to discuss ideas that can help Marie and George get along better and work more cooperatively in a group. Ask students who have signed up under Marie and those who have signed up under George to form teams to help each other with cooperative group behaviors.

### Notes:

### Materials:

None

**Notes:**

- Group Cooperation -

# GROUP WORK EXPERIENCE

**Purpose:** Help students learn strategies for working effectively in groups when completing group projects.

Tell the students:

> It is important to learn ways to work effectively in groups when completing group projects. Everyone in a group counts on each other. This activity will give us practice. Please listen, follow directions, and participate.

Give the students an opportunity to experience group work by dividing into groups for free activity time.

Let each group decide what it will work on.

Whatever work they elect to do, it is to be a group project. Help them when necessary by suggesting things they might do together.

Observe the accomplishments of each group and emphasize that it was achieved by working together.

Discuss each group's and group member's experiences.

Ask students to discuss the ways their groups cooperated.

Ask student to determine other times they can use the activity ideas in other life situations.

**Materials:**

None

**Notes:**

## - Group Cooperation -

# HOW DO YOU WORK?

**Purpose:** Help students learn to demonstrate a commitment, an attitude of quality, and to give their best effort in and for the group.

Tell the students:

> It is important to develop an attitude of quality when completing group projects. Giving your best effort and having a commitment to the group are key for that to happen. This activity will give us practice. Please listen, follow directions, and participate.

Discuss with the students how there are three types of workers in a group: the shirker, who gets by with little or no work; the worker, who does his or her job; and the star, who wants to do everything. Discuss, duplicate, or list on the board the following situations:

1. A group of students were going to paint a mural. Each student volunteered to paint a particular part.
2. The students were going to watch a newscast of the latest space launching and report on it. Each student was asked to listen for different things.
3. Three students are building a treehouse together. What could each student do?
4. Three students are supposed to plan an act for a variety show.

Have the students show how each character would probably behave in the situation portrayed. Help the actors reflect upon their own behaviors to determine whether they are a shirker, worker, or star.

Discuss with the group how it feels to be a shirker, worker, or star, and how it feels working together with such persons.

**Materials:**

None

**Notes:**

- Group Cooperation -

# CREATING NEW COUNTRIES

**Purpose:** Help students learn strategies for demonstrating leadership and working effectively in groups to complete a group project.

Tell the students:

> It is important to learn ways to work and be an effective leader in groups. Everyone in a group counts on each other. This activity will give us practice. Please listen, follow directions, and participate.

This activity may be as simple or as extensive as you wish. It is important that it be handled in an inductive manner, allowing leadership to emerge. This activity can be incorporated easily into a social studies project.

Begin by having the students divide into at least two groups, with each group pretending to be a new country. Define boundaries on the classroom floor. Rules, authority, government, and all regulations could evolve and change as students discuss and experience various ideas.

Sophistication, length, and style of this activity depend on the interest and the type of classroom structure. The activities could be a way of conducting your class for an indefinite time in the open classroom or for a designated period of time in the more traditional classroom.

**Materials:**

None

### - Group Cooperation -

# GET THE WHOLE PICTURE

**Purpose:** Help students learn strategies for working effectively in groups when completing group projects.

Before this activity, partially complete a picture jigsaw puzzle.

Tell the students:

> It is important to learn ways to work effectively in groups when completing group projects. Everyone in a group counts on each other. This activity will give us practice. Please listen, follow directions, and participate.

Do not show the students what the completed puzzle will look like.

Divide the students into groups. Ask them to decide on the theme and other information about the puzzle based on the completed puzzle position.

Ask the students to think about the incomplete area. What do the visible clues lead them to believe is in the missing section? Each group could have a spokesperson tell what conclusions they have reached.

Ask the students to explain how they decided what was missing in the puzzle and the reasons they were or were not successful.

**Notes:**

**Materials:**

Jigsaw puzzle

**Notes:**

**- Group Cooperation -**

# EVERYONE BENEFITS

**Purpose:** Help students learn strategies for making group decisions.

Tell the students:

> Knowing more about the way to make group decisions is important. Those decisions need to consider everyone in the group. This activity will give us practice. Please listen, follow directions, and participate.

Read the following story to the class; then have volunteers tell how they would spend the $1,000 or write a composition and share it with the class.

> "I have good news," father announced at dinner. " We will be getting a refund of over $1,000 on last year's income tax. At first I thought I'd buy some new equipment for my job. But I could get along without it for awhile longer. I thought maybe you would have some ideas about how to spend it."
>
> "How about spending it on a new lawn mower, Dad?" asked Bill hopefully. "It sure would be easier to mow the grass, or maybe we could get a new TV or a minibike! Those would be fun!"
>
> "But, how about a dishwasher? Then we wouldn't have to wash dishes."
>
> "How about a vacation? We would all enjoy getting away for a few days and this money could help us do it."
>
> "Wow! A trip to Disneyland!" laughed Bill.
>
> Father laughed, "Let's not make any snap decisions before we spend the money. Let's think of ways the money can benefit the whole family."

**Materials:**

None

Ask students to brainstorm ideas that can benefit the whole family. Relate the ideas to possible projects that can benefit all students in the class or that can be used for service learning possibilities.

598

## - Group Cooperation -

# THINGS DONE WELL

**Purpose:** Help students learn about group members and their unique contributions to the group.

Tell the students:

> Knowing more about the members of the group helps us learn strategies for working together well. This activity will give us practice. Please listen, follow directions, and participate.

The students in a classroom were talking about families. Jack showed a picture of his mother. "She likes to read to my brother, Tom," he told the class. "My father likes numbers, and he can do them better than I can."

Lisa held up a picture of her twin brother. "He likes sports," she said, "but he doesn't like schoolwork as well as I do."

Everyone learns in a different way.

Discuss:

- Can anyone do well (or be best) at everything?
- Explain the reasons some people do one thing well and other things poorly.
- Name the different things that members of your family can do well.

Ask each student to make a list of things he or she can do well. Discuss and compare lists.

Discuss how the lists of strengths can be used to support group cooperation at school and at home.

**Notes:**

**Materials:**

None

**Notes:**

# SHARING TRADITIONS

**Purpose:** Help students learn about group members and their unique contributions to the group.

Tell the students:

> Knowing more about the members of the group helps us learn strategies for working together well. This activity will give us practice. Please listen, follow directions, and participate.

Each family has its own traditional way of preparing for or celebrating a holiday.

Using topless shoe boxes, ask students to cut away one side to make a stage. Dolls, cutouts, or drawings could be set in the box to show students' families' typical observance of a special day.

Students might find out from parents, relatives, and friends how these traditions originated. A display could be set up in the room.

Students with similar traditions can form a group and choose a person to act as a representative to tell about the customs.

The boxes can be rearranged by countries, holidays, activities, and people involved to show similarities and differences in traditions.

**Materials:**
Shoe boxes
 or other small
 boxes
Drawing paper
Drawing supplies
Art supplies

600

# BECOMING INDEPENDENT

**Purpose:** Help students learn strategies to be independent as appropriate to support the group.

Tell the students:

> It is important to learn to be independent and do things we are able to do. Everyone in a group counts on each other. This activity will give us practice. Please listen, follow directions, and participate.

Lead a discussion related to overprotection and overdependence. Have the students list at least three activities he or she can do at home to let his or her parents know how independent he or she can be—if given the opportunity.

Ask students to determine the effect on

1. relationships at home
2. relationships at school

when students do activities they are capable and permitted to do.

Relate the ideas generated to ways of supporting group cooperation.

**Notes:**

**Materials:**

None

601

**Notes:**

## - Group Cooperation -

# EVERY-DAY ROUTINES

**Purpose:** Help students learn about group members, their routines, and their impact on the group.

Tell the students:

> Knowing more about the members of the group and their routines helps us learn strategies for working together well. This activity will give us practice. Please listen, follow directions, and participate.

A family sets up certain routines to keep the day running smoothly and each member has his or her own routine that he or she works into the family schedule.

Ask the students to write down their own routines and those of other members of their family. Since routines tend to be taken for granted, suggest different phases of routines, including

- responsibilities
- interests
- fun
- what is done throughout the day (e.g., in the morning, after dinner, and before bedtime.)

Some other things that can be noted are differences in routines among family members. How are they different? Explain the reasons they differ.

Some funny or unusual things about family routines could be listed. Information about pets and their routines could also be collected.

With all this data about family routines, the students might like to make up a song or poem about their families. The melody for a song could be taken from a camp song, preferably one with a chorus repeated after each stanza. The chorus could be about the family as a group, and each stanza could be about a different family member.

Discuss the way routines at home support family harmony. Explore ways that routines at school support harmony and learning.

**Materials:**

Optional:
Drawing paper
Drawing supplies

## - Group Cooperation -

# POSITIVE HOME ENVIRONMENT

**Purpose:** Help students learn strategies to improve behavior and interaction between group members.

Tell the students:

> Knowing more about ways to behave and interact helps us learn strategies for working together well. This activity will give us practice. Please listen, follow directions, and participate.

Discuss with the group that family environment has an effect on personality development. Respect for the feelings of others is an important part of family living.

Discuss topics such as:
1. sharing
2. helping others
3. controlling anger

Ask students the way those behaviors affect a person's personality.

Ask the students the effect those behaviors have on cooperation.

Relate the activity ideas to ways of improving the classroom environment.

Optional: Have the students view a TV program related to family life and discuss how TV families do and do not represent the typical family.

**Notes:**

**Materials:**

None

**Notes:**

## - Group Cooperation -

# LEARNING FROM ANIMALS

**Purpose:** Help students learn about animal behavior and the similarities and differences from groups of people.

Tell the students:

> Knowing more about animal behavior helps us learn ways we are different and similar with groups. This activity will give us practice. Please listen, follow directions, and participate.

If there are pets in the classroom or learning center such as fish, hamsters, mice, or an ant farm, each student might have a turn caring for and observing the animals. Ask students to start a booklet explaining each kind of animal.

On blank pages at the back of the book, ask students to take turns making notes on animal behavior. After everyone has had a turn, small groups could use this record of information to report to the class activities of animal families.

Ask students to determine the following:

1. How are animal families similar to and different from human families?
2. Do they show affection?
3. Care for each other?
4. Have different responsibilities?
5. How is each animal different from others in its family?

Ask students to discuss their answers.

Relate the activity ideas to cooperation in the classroom as appropriate.

**Materials:**

Classroom or school pets/ animals
Notebook
Resource information

604

## - Group Cooperation -

# JEALOUSY AWARENESS

**Notes:**

**Purpose:** Help students learn strategies to improve feeling communication between group members.

Tell the students:

> Knowing more about ways to communicate about our feelings helps us learn strategies for working together well. This activity will give us practice. Please listen, follow directions, and participate.

Discuss with the class group the normalcy of jealous feelings and how it is possible to dissipate them by speaking of them with others.

Have the students role-play for the class one situation in which a family's jealousies are resolved by talking over the problem together. Examples are:

1. a new baby in the family
2. a parent appearing to favor one child

Ask students to add other situations when they felt jealousy.

Ask students to determine the best person to speak with about each situation presented. This could help them to express the feeling and better understand each situation.

Relate ways the ideas could improve relationships at school.

**Materials:**

None

605

**Notes:**

- Group Cooperation -

# IMPROVING RELATIONSHIPS

**Purpose:** Help students learn strategies for handling conflict in the group.

Tell the students:

> Knowing more about the way to handle group conflict is important. The results of conflict affects everyone in the group. This activity will give us practice. Please listen, follow directions, and participate.

Discuss with the group how most families have conflicts between parents and children.

Ask the students what causes the majority of conflicts between them and their parents and list the following conflict areas on the board:

home duties

friends

money

social life

time spent on homework

clothes or personal appearance

Discuss the fact that these conflicts arise because of a student's desire for self-reliance and independence. Ask students to suggest ways to resolve these conflicts.

Ask students to determine ways the conflict areas can cause conflicts at school.

Ask students to develop a plan to improve relationships at home and at school based on this information.

**Materials:**

None

606

## - Group Cooperation -

# CONSIDERING FAMILY MEMBERS

**Purpose:** Help students learn strategies for demonstrating helpful behavior that improves group relationships.

Tell the students:

> Knowing more about the way our behavior helps a group is important. Those behavior decisions affect everyone in the group. This activity will give us practice. Please listen, follow directions, and participate.

Have a class discussion about relationships within the family.

Divide the class into groups of four to six to discuss situations illustrating that brothers and sisters are important family members.

Give examples of sharing, consideration, and fairness to brothers and sisters.

Have the class list specific ways one can be considerate toward family members.

Ask the group to select items on the list to role-play.

If students have no siblings, ask them to determine the effects of having no siblings at home and at school.

**Notes:**

**Materials:**

None

**Notes:**

## - Group Cooperation -

# STRENGTH IN NUMBERS

**Purpose:** Help students learn to be responsible and dependable when completing group projects.

Tell the students:

> It is important to learn to be dependable and responsible when completing group projects. Everyone in a group counts on each other. This activity will give us practice. Please listen, follow directions, and participate.

Discuss with the class the value of cooperation in carrying out group plans.

Give each student a small twig, about 18 inches long, and dry and thin enough to be broken easily. Have each student try to break the stick, which he or she probably will be able to do. Then gather the sticks into a bundle and ask if anyone can break them now that they are in a bundle.

Following the object lesson, read Aesop's Fable, "The Bundle of Sticks."

Identify with the group some goals they value in common, such as participation in music or enjoyment of team sports.

Also discuss the reasons these goals cannot be achieved unless everyone cooperates.

Ask students to apply the concepts to situations at school and at home.

**Materials:**

18" small twigs
Aesop's Fable, "Bundle of Sticks"

## - Group Cooperation -

# GROUP IDENTITY

**Purpose:** Help students understand different kinds of groups and learn to be responsible and dependable when completing group projects.

Tell the students:

> It is important to learn about different kinds of groups and to be dependable and responsible when completing group projects. Everyone in a group counts on each other. This activity will give us practice. Please listen, follow directions, and participate.

Discuss with the students how they often can be a member of a group without even realizing it, and sometimes they may overlook how important these groups can be. Give a recent example appropriate for your group, such as a reading group, a clean-up committee, or a committee planning a party.

Ask the following questions:

1. Did those of you who were working together on that project realize you were a part of a group?
2. Can you think of some other projects you have worked on as a member of a group in our class?

Compile a list on the board under the heading, Classroom Groups. Then ask, “Can you think of some other groups that you are a member of or have been a member of in this school?” (e.g., safety patrol, student council, etc.)

Compile a list on the board under the heading, Small Groups. Then ask, “Can you think of some groups you belong to outside of the classroom and school?” (e.g., living unit, church, club, etc.)

Compile a list on the board under the heading, Community Groups. Ask students to list groups to which they belong.

Ask students to identify their feelings while being a part of the group and ways they contributed and learned. Relate the information to possible service learning projects.

**Notes:**

**Materials:**

None

**Notes:**

## - Group Cooperation -

# MOSAIC EXPERIENCE

**Purpose:** Help students learn strategies for working effectively in groups when completing group projects.

Tell the students:

> It is important to learn ways to work effectively in groups when completing group projects. Everyone in a group counts on each other. This activity will give us practice. Please listen, follow directions, and participate.

Divide the students into three groups and give each group 12 green color chips and 12 yellow color chips. Ask each group to arrange a mosaic using exactly 24 chips. Encourage the students as they work together as a group.

Then ask each group to arrange a mosaic using 36 chips. Since each group has only 24 chips, one group will not be able to accomplish this task alone. When the students become aware of this difficulty, ask, "Since you don't have enough chips to arrange this mosaic, what can you do?" Lead students to see that one group could split and join the other two groups, bringing 12 chips to each group so that two groups could complete the task.

To conclude the activity, ask:

1. When you can't get something done because you don't have enough materials to work with, what can you do?
2. When there is a specific task to be done, does it matter how it gets done?
3. Does working together in a group get things done faster or better? Please explain.
4. Explain individual responsibilities required of each group member for an effective group.

**Materials:**

36 green chips
36 yellow chips

- Group Cooperation -

# AN EFFECTIVE FOLLOWER

**Purpose:** Help students learn their perception of how they relate to working in a group in reference to group members.

Tell the students:

> You are an important member and needed for your group to work well. Understanding the way we see ourselves and the way we relate to others when we work in a group helps us learn ways to improve. This activity will give us practice. Please listen, follow directions, and participate.

Divide the students into four group and have each group choose two recorders. Tell the group to think of all the characteristics to describe an effective follower.

After 10 minutes, have the recorders report the ideas their group has suggested. On the board, make a master list of the group's suggestions, including each idea only once.

Then ask the students in each group to select the three characteristics from the master list that they consider to be most important in a follower. Ask them to give reasons for each choice.

Discuss the following questions:

1. How can it help you to know the most important characteristics of an effective follower?
2. What can you do to become an effective follower?

Ask students to suggest the names of several persons who are effective followers and to explain the reason they think so.

Ask students to explain the reason that effective followers can be effective leaders at other times.

Relate the activity ideas to life situations at school and at home.

**Notes:**

**Materials:**

None

**Notes:**

## - Group Cooperation -

# SHARING A LIST

**Purpose:** Help students learn about group members and their unique contributions to the group.

Tell the students:

> Knowing more about the interests of members of the group helps us learn strategies for working together well. This activity will give us practice. Please listen, follow directions, and participate.

Ask the students to make a list or draw a picture of things that are fun to share.

Ask students to share their list or picture with the group.

Make a list of student comments on the board.

Ask students to identify others in the group that enjoy sharing similar things.

Ask students to discuss ways this fun information could support cooperation and learning in the class.

Ask students to share fun things with the group as appropriate.

**Materials:**

Optional:
- Drawing paper
- Drawing supplies

612

## - Group Cooperation -

# CREATING FAMILY HARMONY

**Purpose:** Help students learn strategies for improving family group relationships.

Tell the students:

> You are an important member and needed for your family group to work well. Understanding the way we see ourselves and the way we relate to others when we work in a group helps us learn ways to improve. This activity will give us practice. Please listen, follow directions, and participate.

Discuss with the students how privileges that parents may give older brothers and sisters may cause jealousy and anger among younger siblings, often causing quarrels which disrupt family harmony.

Discuss solutions to family quarreling and ask for ideas from the students.

Examples:

> The older child may share a favorite book, toy or possession (with supervision, of course) with the younger child.
>
> The older child may share time playing favorite games with the younger child.
>
> The older child may promise to take the younger child to some special place or activity that the younger child would not be able to go to alone.

Discuss ways these activities may improve relationships and support greater cooperation.

Ask students to relate these ideas to group cooperation in other places.

Explore possible applications for service learning projects.

**Notes:**

**Materials:**

None

**Notes:**

## - Group Cooperation -

# FOLLOW MY LEAD

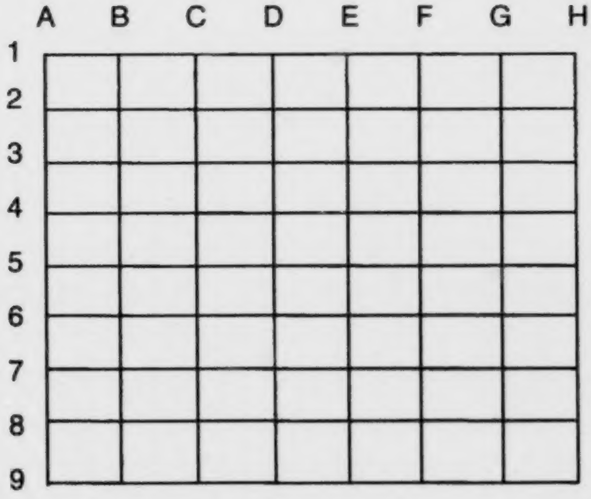
**Purpose:** Help students learn strategies for giving and following directions.

Duplicate and distribute the Follow My Lead activity sheet.

Form groups of four to six students each. Have each group elect a leader. Give each student a pencil and three copies of the activity sheet. Ask each leader to draw a geometric design on one of the activity sheets without permitting other students to see the drawing. Then have the leader instruct the group on how to draw the design. Example: Place your pencil where line 6 across and line C down meet. Draw a line from this point to line D down and line 4 across. Then draw a line on line D down and stop on line 8 across, etc. Demonstrate this for students. After the leader has told them how to draw the design, compare the students' designs with the leaders.

Discuss the following questions with the students:

1. How did you feel when you were following directions?
2. How did you feel when you were giving instructions?



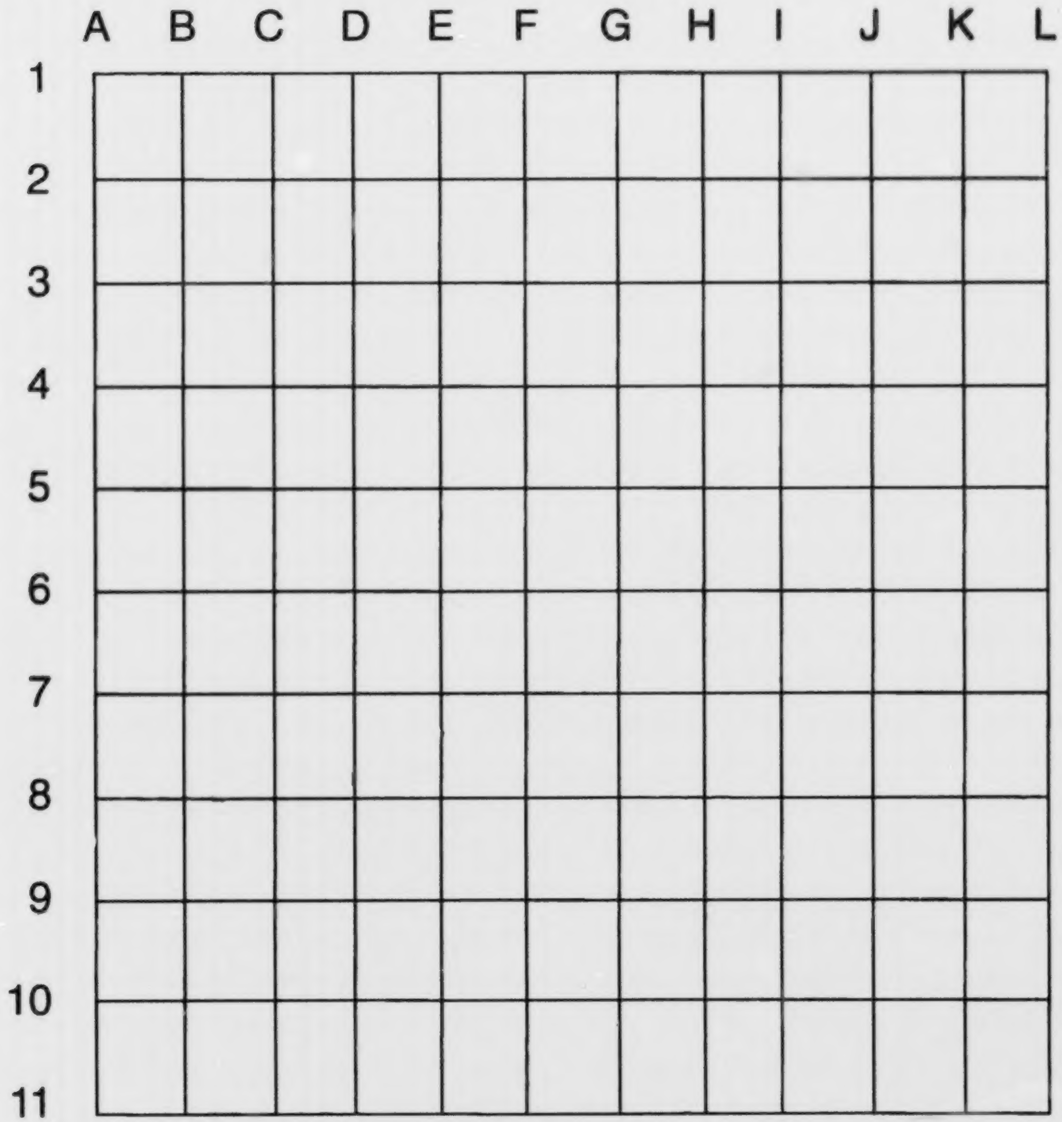
Discuss ways of applying activity concepts to learning and other life situations.

**Materials:**

Activity sheet

- Activity sheet -

## Follow My Lead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Notes:

## - Group Cooperation -

# COOPERATION EXPERIENCES

**Purpose:** Help students learn to demonstrate a commitment, an attitude of quality, and to give their best effort in and for the group.

Tell the students:

> It is important to develop an attitude of quality when completing group projects. Giving your best effort and having a commitment to the group are key for that to happen. This activity will give us practice. Please listen, follow directions, and participate.

Ask students to participate in the following cooperation activities and report their results.

1. Have the students perform a stunt that involves working together cooperatively. Have two students hold the ends of a board and balance a ball resting on the board. Have them walk from one side of the room to the other, keeping the ball in balance. If the students work together cooperatively, the ball will remain balanced, and they will complete the activity without a mishap.
2. Now the students are ready to examine the idea of working together cooperatively. Choose 8 to 10 of your less vigorous students and have them role-play a fire drill in which everyone pushes and rushes to get through the door first. After the role-playing, discuss what might happen to those who fell and to those who could not get through the door.
3. Allow 8 or 10 other students to role-play the correct way to conduct a fire drill. Discuss with the students how working together cooperatively is desirable.

**Materials:**

Ball
Board

Ask students to discuss feelings while observing and participating in each experience. Relate the activity ideas to life situation applications.

616

## - Group Cooperation -

# CAREER COOPERATION

**Purpose:** Help students learn about behaviors needed for cooperation in different careers and at school.

Tell the students:

> Knowing more about behaviors needed for cooperation helps us learn strategies for working together well. This activity will give us practice. Please listen, follow directions, and participate.

Help the students see how many occupations depend on people working together.

Ask students to draw pictures of one person who helps in a group (e.g., football player, police officer, plane or train crew member, construction worker, etc.)

Ask students to share their drawings with the group. Ask them to include the role cooperation plays in the person's ability to do the job illustrated.

Ask students to determine ways cooperation helps students do their job at school, just like the people in the drawings.

Ask students to list the behaviors needed to cooperate in their drawing situations and in school.

**Notes:**

**Materials:**

Drawing paper
Drawing supplies

**Notes:**

- Group Cooperation -

# CLASSROOM IMPROVEMENT

**Purpose:** Help students learn strategies for making group decisions.

Tell the students:

> Knowing more about the way to make group decisions is important. Those decisions need to consider everyone in the group. This activity will give us practice. Please listen, follow directions, and participate.

Divide the students into small groups to talk about situations within the classroom that may be improved.

Before beginning, review guidelines and ground rules for small groups. Ask students to consider the following small group suggestions:

1. During the first few experiences with group work, choose students whom you think may work well together to form a group.
2. Form small groups at first (2 to 3 students each).
3. Pick a group leader whom you think may be able to call on others, keep things going, and report back to the class.
4. Move from group to group to support and assist when necessary.

Between group sessions, ask students to observe and consider possible ways of making improvements.

Then in the next session, ask the students to come together as a class and share ideas for improvement.

Ask students to determine the effectiveness of the groups based on cooperation and following group rules and guidelines.

Relate the ideas generated from the group to other life situations.

**Materials:**

None

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- Group Cooperation -

# IMPROVING COMMUNICATION

**Purpose:** Help students learn strategies to improve communication between group members.

Tell the students:

> Knowing more about ways to communicate helps us learn strategies for working together well. This activity will give us practice. Please listen, follow directions, and participate.

Discuss with the students reasons for failure in communication between parents and children. Ask them to discuss what they can do to avoid such situations.

Let the students prepare a role-play portraying the absence or presence of communication between the child and parents.

Discuss the role-play. Ask each member of the audience to brainstorm the following:

1. Three ways to improve communication challenges outlined in the play if the role-play demonstrated challenges.
2. Three reasons the communication was effective if the role-play demonstrated cooperation.

Ask students to determine other times they can use this information.

**Notes:**

**Materials:**

None

**Notes:**

# IMPROVING COOPERATION

**Purpose:** Help students learn strategies to improve cooperation and sharing between group members.

Tell the students:

> Knowing more about ways to share and cooperate helps us learn strategies for working together well. This activity will give us practice. Please listen, follow directions, and participate.

Discuss with the students the importance of cooperation and sharing.

Ask the students to role-play and discuss these two situations:

1. "It isn't fair," sharing problems with friends.
2. "What program to watch," conflict over TV program.

Role-play examples of sharing and cooperating in other activities generated by the group.

Ask students to determine ideas to improve their cooperating and sharing with others.

Ask students to determine one thing that they are willing to do as a group and individually. Ask the students to report back their results.

**Materials:**

None

620

## - Group Cooperation -

# USING OUR SENSES

**Purpose:** Help students learn strategies for using their senses in solving group problems.

Tell the students:

> It is important to learn ways our senses (e.g., smell, touch, sight, sound, and taste) help us solve group problems. This activity will give us practice. Please listen, follow directions, and participate.

Divide the students into groups. Give each group a bag with something inside and close the bag securely.

Let students feel, smell, and shake the bag to see what they can discover about the object through various senses. See if they can guess what it is.

Ask the student groups to discuss the experience. Ask them to discover ways they determined what was in the bag. Ask them to list the senses they used and what they learned by observing other group members who were working to solve the mystery.

Ask each small group to share things they learned with the large group. Make a list of ideas on the board.

Ask students to determine ways the senses can help in working together in other groups and situations.

**Notes:**

**Materials:**

Bags
Objects to put in the bag

**Notes:**

## - Group Cooperation -

# WHO SAID IT?

**Purpose:** Help students learn strategies for being tactful and considerate of others in a group, and the impact of that behavior on feelings between group members.

Tell the students:

> Knowing more about ways to communicate helps us learn strategies for working together well. This activity will give us practice. Please listen, follow directions, and participate.

Discuss with students how a group depends on tact and consideration of other people's feelings. Write the following names on the board, explaining that they are fictitious group members:

Tommie Tattle
Sharon Share
Wanda Worker
Marcus My Way
Bossy Barbara
Helpful Harvey
Discussion Derric
Fedrico First

Then read the following comments, explaining that they were overheard while these eight people were planning a school play. Have the students guess which group member made each statement.

> I have it all figured out.
> Listen to me!
> You stop that or I'll tell.
> I'm going to be the announcer.
> I can do that if it needs to be done.
> We could take turns pulling the curtain.
> If you need help with the backdrop, I can give you a hand.
> I don't want to do it that way! Let's talk it over and then decide.

Follow with discussion, allowing students to give reasons for their choices.

**Materials:**

None

### - Group Cooperation -

# GOING ON THE AIR

**Purpose:** Help students learn strategies for working effectively in groups when completing group projects.

Tell the students:

> It is important to learn ways to work effectively in groups when completing group projects. Everyone in a group counts on each other. This activity will give us practice. Please listen, follow directions, and participate.

Groups can often accomplish what individuals alone could never do. One of the many reasons for this is that groups can pool the special talents of their members and thus develop more effective programs of action.

Demonstrate this by asking the group to work in small groups on a project that would be too demanding or too burdensome for individual effort.

For example, the group can be divided into three smaller groups to plan and produce their culminating activity for the year, or the group can be divided into three smaller groups to plan and produce a difficult assignment built on easier lessons completed as individual assignments.

First, introduce this idea as if each student would be expected to single-handedly write, direct, get props for, find costumes for, and act out his or her own television show. Students might then be asked to react to this idea. The students might then suggest the need for groups to accomplish some things successfully.

Arrange students in groups according to the distribution of their talents. Each production group might need a director, two or three writers, a props specialist, a costumer, and actors and actresses.

Ask students to explore other projects that may be best done in a small group. Determine the possibility of using one of their ideas for service learning projects for the group.

**Notes:**

**Materials:**

None

623

**Notes:**

## - Group Cooperation -

# GROUP CLEAN-UP DAY

**Purpose:** Help students learn strategies for working effectively in groups when completing group projects.

Tell the students:

> It is important to learn ways to work effectively in groups when completing group projects. Everyone in a group counts on each other. This activity will give us practice. Please listen, follow directions, and participate.

Discuss the organization of a clean-up day.

On the playground, for example, organize the following:

1. areas to be taken care of
2. equipment to be used
3. students for each area
4. criteria for a good performance on the job

Organize a clean-up on the playground and appoint or let volunteers participate in the group of their choice. Following the clean-up, discuss the feelings of satisfaction experienced.

Ask the students to determine things they did that either helped the efforts or hurt the efforts for success.

Relate ideas generated from the activity to other life situations.

**Materials:**

None

624

## - Group Cooperation -

# SHARING MIRROR

**Purpose:** Help students learn strategies to improve sharing between group members.

Tell the students:

> Knowing more about ways to share helps us learn strategies for working together well. This activity will give us practice. Please listen, follow directions, and participate.

Ask the students to look into a sharing mirror and tell about someone who has helped them by sharing.

After everyone has shared their information, ask the students to state their feelings when students shared with them and when they shared with others.

The appropriate Feeling Words Cards and Feeling Words Lists activity sheets found beginning on page 293 may be helpful in identifying feeling possibilities.

Ask students to discuss times they might have felt better and enjoyed working in groups better when they shared.

**Notes:**

**Materials:**

Optional:
- Mirror
- Feeling Words Lists and Cards

**Notes:**

## - Group Cooperation -

# BALANCE EXPERIENCES

**Purpose:** Help students learn strategies for having balance in areas of their life.

Tell the students:

> Knowing more about ways to have balance in areas of our life is important. This activity will help us explore ideas. Please listen, follow directions, and participate.

Balance can be achieved by working together cooperatively. Most students will be familiar with some kind of balance (e.g., teeter-totter, number balances, or the balances in grocery stores, a level for hanging pictures, etc.).

Show a balance, or one of the other examples, to the group so they will have a concrete understanding of what balance is and the way it works. Have the students look at the balance and describe its function.

Allow the students to use the balance while you explain how it works. They will probably say that a balance is used to equalize two things. Make sure all students can see the balance when it is balanced and when it is unbalanced. Also, emphasize that you need to look at both sides.

After using a balance, the students could balance themselves. If you do not have a balance beam, the students could walk, balancing books on their heads, or do some exercises in which balance is essential.

Discuss with the students the idea that people need balance in areas of their life. Ask students to list ways that working in cooperative groups supports having life balance.

Include a discussion of feelings they have when the areas of their lives are in balance. The Feeling Words Cards and Feeling Words Lists Activity Sheets may help them identify feelings in balance situations.

**Materials:**

A small level or items that show balance

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## - Group Cooperation -

# EFFECTIVE LEADERSHIP

**Purpose:** Help students learn strategies for demonstrating leadership and working effectively in groups.

Tell the students:

> It is important to learn ways to work and be an effective leader in groups. Everyone in a group counts on each other. This activity will give us practice. Please listen, follow directions, and participate.

Divide the group into four groups and have each group choose two recorders. Tell the groups to think of all the characteristics of an effective leader.

After 10 minutes, have the recorders report the ideas their groups have suggested. Make a master list on the board, including each idea only once.

Then ask each group to select the three characteristics from the master list they consider to be most important in a leader. Have them give their reasons for each choice.

Discuss the following questions:

1. How can it help you to know the most important characteristics of an effective leader?
2. What can you do to become an effective leader?

Ask students to suggest the names of several persons who are effective leaders. Give them time to explain their choices.

Ask students to determine other applications of the ideas generated from this activity.

**Notes:**

**Materials:**

None

**Notes:**

## - Group Cooperation -

# GROUP PROBLEM SOLVING

**Purpose:** Help students learn strategies for making group decisions.

Tell the students:

> Knowing more about the way to make group decisions is important. Those decisions need to consider everyone in the group. This activity will give us practice. Please listen, follow directions, and participate.

Discuss with the students the fact that, occasionally, the group is better at solving problems than the individual is.

Distribute an unfinished story to the class. Divide the group into smaller groups (3 or 4 students in each) and direct each group to complete the story.

Ask student groups to read the endings to the group.

Have a discussion after each story ending and ask the group the way it created the story ending.

Ask students to include:

1. ending alternatives
2. choices made from alternatives
3. consequences of each alternative
4. reasons for choice

Ask students to determine times they can use the ideas generated from the activity.

**Materials:**

Unfinished short stories or story starters

628

# LEARNING COOPERATION

**Purpose:** Help students learn about group members, their unique contributions to the group, and ways to help others.

Tell the students:

> Knowing more about the members of the group helps us learn strategies for working together and helping others. This activity will give us practice. Please listen, follow directions, and participate.

Have a discussion about belonging to groups and about group cooperation.

Then divide the group into smaller groups of four to six students each. Ask each group member to write the name of one activity in which he or she wishes to improve.

Ask students to share these activities with other members of the group with this purpose in mind: To find a student who excels in a certain activity to help a student who wishes to improve in the identical activity.

Ask the group to discuss how group cooperation has helped them.

Follow with matching students who wish to improve with someone who excels in that area.

Optional: Post these "needs" and "areas of excellence" on a board. Allow students to add to and make their own arrangements for student cooperative support.

**Notes:**

**Materials:**

None

629

**Notes:**

## - Group Cooperation -

# SWEET REWARDS

**Purpose:** Help students learn strategies for working effectively in groups when completing a group project.

Tell the students:

> It is important to learn ways to work effectively in groups when completing a group project. Everyone in a group counts on each other. This activity will give us practice. Please listen, follow directions, and participate.

The activity of making candy allows students to see that ordinary activities often involve cooperation. Cooperation is necessary in two ways: obtaining the ingredients and following directions. Ask the students to bring in the ingredients for a recipe. Those students not assigned to bring ingredients may follow directions or clean up. The recipe will make enough for a group of thirty.

**Peanut Butter Creams**

Need: large mixing bowl
mixing spoon
measuring cups
spatula
cookie sheet
wax paper
1/4 cup of confectioner's sugar
1 cup of chocolate chips
1/2 cup sweetened condensed milk
1 cup peanut butter.

Directions: Put the sugar in the bowl
Add chocolate chips, condensed milk and peanut butter
Stir everything together with the spoon
Drop pieces onto wax paper placed on top of cookie sheet
Chill candy for a short time (1/2 hour)

Eat and enjoy candy. Select a different recipe depending on group dietary needs.

**Materials:**

Ingredients for candy

## - Group Cooperation -

# PASSWORD GAME

**Purpose:** Help students learn information about group dynamics and a means of focusing on the importance of group acceptance.

Tell the students:

> It is important to learn ways to work effectively in groups when completing group projects. Everyone in a group counts on each other. This activity will give us practice. Please listen, follow directions, and participate.

This game is an exercise in group dynamics and a means of focusing on the importance of group acceptance. The group can be divided into six groups by asking students to draw construction squares, or "membership cards," of six different colors.

Each color group would then do two things:

1. elect a group leader
2. choose a secret password, a one word feeling word

Explain to the students that learning another group's password is the means of acceptance into that group. Ask each of the six group leaders to take a turn at the board and mark out blank spaces for each letter in his group's password. Students from other groups would then attempt to learn the password by guessing individual letters. Correct guesses are recorded in the appropriate blank spaces. Each incorrect guess allows the leader to write one letter of the word password. A student who wants to guess on paper may write his guess and show it to a member of that group for acceptance or rejection. There is no penalty for rejection.

Guessing ends when the leader completes the password. The Feeling Words Lists activity sheets found beginning on page 293 may help generate feeling word ideas.

Discuss the different passwords that groups in school or in other settings may have. Ask students if it is easy or difficult to determine a group's password.

Ask students to relate this experience to life situations and applications.

**Notes:**

**Materials:**

Six different colors of paper
Feeling Words Lists activity sheets

**Notes:**

- Group Cooperation -

# ROPE-JUMPING EXPERIENCE

**Purpose:** Help students learn strategies to improve cooperation and sharing between group members.

Tell the students:

> Knowing more about ways to share and cooperate helps us learn strategies for working together well. This activity will give us practice. Please listen, follow directions, and participate.

Discuss with the students the importance of cooperation and sharing.

This activity helps the students see that sharing sometime means waiting for someone else to have a turn. This experience may help students develop the ability of have fun in seeing the enjoyment of others.

Divide the class into groups of about five (three students in each group turn the rope and jump, and the other two wait for a turn). Rotate turns so that each student has the opportunity to jump, turn, and wait.

When all have had a turn at all three roles, ask the small groups to return to the larger group.

Ask the students to describe their experience while waiting, jumping, and turning. Ask the group to explain different benefits of all three roles.

Ask students to determine other times to practice this skill.

Optional: Use the same concept using games with older students.

**Materials:**

Jump rope

632

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## - Group Cooperation -

# RESPONSIBILITY IN GROUPS

**Purpose:** Help students learn to be responsible and dependable when completing group projects.

Tell the students:

> It is important to learn to be dependable and responsible when completing group projects. Everyone in a group counts on each other. This activity will give us practice. Please listen, follow directions, and participate.

Discuss with the students the importance of accepting responsibility and working together as a group. (These are signs of maturity.)

Ask the students how a first grader would react to situations such as these:

1. playing with a friend and sharing a toy
2. accepting responsibility for helping with work at home or at school
3. being careful while crossing the street

Discuss ways the behavior of an older student would look different.

Ask students to role-play behavior that demonstrates responsibility in the situations.

Ask students to compare their conduct with that of an older student.

Allow volunteers to name one specific activity in which they worked with others and ways they benefited.

**Notes:**

**Materials:**

None

**Notes:**

- Group Cooperation -

# FAMILY CHALLENGES

**Purpose:** Help students learn to be responsible, dependable, and respectful when completing family projects and in family relationships.

Tell the students:

> It is important to learn to be dependable, respectful, and responsible with your family members and when doing family jobs. Everyone in a group counts on each other. This activity will give us practice. Please listen, follow directions, and participate.

Families share problems and disagreements as well as joy and happiness.

Divide the students into family groups. Each group could present the following situations on a pretend TV set.

The action is stopped for a "station break" just before the outcome of each presentation. During the break, the members of the audience offer ideas as to how the problem can be solved.

Students could use a problem-solving procedure to assist them. A simple rating sheet could be set up for each student to evaluate each solution—to tell whether the problem was handled in the best manner.

1. Parent is tired of picking up the toys
2. No one likes the supper
3. The children want allowances increased
4. Parent isn't home very often

The class might prefer to propose problems that are important to them.

Optional: Some class members could use a large appliance box to cut out the shape of a TV set.

**Materials:**

Optional:
Large appliance box

634

## - Group Cooperation -

# SHARING COLLAGE

**Purpose:** Help students learn strategies to improve cooperation and sharing between group members.

Tell the students:

> Knowing more about ways to share and cooperate helps us learn strategies for working together well. This activity will give us practice. Please listen, follow directions, and participate.

Discuss with the students the importance of cooperation and sharing.

Divide the class into groups of four students each. Tell students that you want each group to make a collage of people sharing and working together. Have them find some pictures in magazines that show people sharing or doing things together. Students cut out the pictures and paste them on construction paper. They may share the materials, share the work to be done, or both.

Give a pair of scissors, glue, and a sheet of construction paper to each group. Place the magazines in a convenient place. Allow students to work out the problems of sharing the material and dividing the work to complete the task.

After the collages have been completed, lead a discussion using these questions:

1. Did you experience any difficulty in sharing the materials?
2. Did you experience any difficulty in sharing the work to be done?
3. In what way is it important to know how to share and cooperate in a group?

Display the collage. Encourage all student efforts.

**Notes:**

**Materials:**

Materials for a Collage—
Paper
Magazines
Art supplies

**Notes:**

## - Group Cooperation -

# CREATE A MURAL

**Purpose:** Help students learn to be responsible and dependable when completing group projects.

Tell the students:

> It is important to learn to be dependable and responsible when completing group projects. Everyone in a group counts on each other. This activity will give us practice. Please listen, follow directions, and participate.

Select a story that is appropriate for your group.

Ask the students in the group to design and paint a mural of the story.

Divide into small groups and ask each group to be responsible for a part of the story. Each section is to be attached when finished to make a large mural.

After the groups are finished with their portion of the mural, have a special time to assemble the mural.

Ask students to discuss the behaviors in their group that helped the project.

**Materials:**

4 large pieces of paper
Paint
Art supplies

## - Group Cooperation -

# RESPONSIBILITIES AND RULES

**Purpose:** Help students learn strategies for working effectively in groups when completing group projects.

Tell the students:

> It is important to learn ways to work effectively in groups when completing group projects. Everyone in a group counts on each other. This activity will give us practice. Please listen, follow directions, and participate.

Discuss with your group the advantage of belonging to a group. Discuss the roles that responsibilities and rules play to make the group a success. Ask students to list rules they think are important to have in their group.

Examples include the following:

1. Members listen when someone speaks.
2. Everyone is willing to do his or her share.
3. Group success results when the members know how to work with others.

Discuss the responsibilities and rules generated from the students.

Ask the students to form small groups and demonstrate what would happen if these rules were and were not followed.

Discuss the feelings of the students after the role-play is complete.

Ask students to determine ways of using the ideas in other situations.

**Notes:**

**Materials:**

None

**Notes:**

**Materials:**

None

- Group Cooperation -

# STUDENT GOVERNMENT

**Purpose:** Help students learn strategies for making group decisions and solving group-owned problems.

Tell the students:

> Knowing more about the way to make group decisions is important. Those decisions need to consider everyone in the group. This activity will give us practice. Please listen, follow directions, and participate.

Students can organize a Room Council that would meet at least once a week or as often as needed to make rules and to consider problems that arise when these rules are ignored. The sessions would last 15 or 20 minutes. Make certain that all problems are handled in a casual and understanding way.

The following steps may prove helpful in organizing a Room Council:

1. Talk with students about making plans or talking over problems. Ask, "How can we solve our problem? When is the best time?"
2. Decide with the students whether officers are going to be needed and, if so, the duties of each.
3. Set a time for the meetings.
4. Guide students in making a list of qualifications for each office.
5. Nominations can be given orally in class.
6. Candidates can give campaign talks.
7. Set up a simple procedure or informal discussion group for the meeting.

Students may determine a name for their Room Council.

## - Group Cooperation -

# GROUP PARTICIPATION EXPERIENCE

**Purpose:** Help students learn strategies for working effectively in groups when completing group projects and assignments.

Tell the students:

> It is important to learn ways to work effectively in groups when completing group projects. Everyone in a group counts on each other. This activity will give us practice. Please listen, follow directions, and participate.

Ask the students to form groups of four to six students. Tell the groups that you want them to prepare a report of the names and eye colors of the members of their group. If there are several people in their group with the same eye color, then find out more specific information about them.

Watch to see if the groups can complete the task. If they are unable to do so or are having trouble, ask:

1. What is slowing your group down?
2. What can you do to prepare the report faster? Would it help to elect a recorder to write down information?

Suggest that each student tell the recorder his or her name and eye color. Some students might not know the color of their eyes and they will have to ask other students. This will lead to looking squarely into each other's faces.

Repeat the activity three or four times to allow all students to participate in several groups.

Ask the students to determine the strategies they used to have successful groups. Ask them to share ways they determined the student to be the recorder. Ask the students to list those things that helped their group and to determine what to do for those things that held the group back.

**Notes:**

**Materials:**

None

Notes:

- Group Cooperation -

# MY HOUSE AND FAMILY

**Purpose:** Help students learn strategies to improve communication between group members.

Tell the students:

> Knowing more about ways to communicate helps us learn strategies for working together well. This activity will give us practice. Please listen, follow directions, and participate.

Give each student a large sheet of paper and crayons. Ask the student to make an outline of his or her house. Then ask students to draw the people in the house.

Using balloons for conversation (similar to a cartoon format), ask students to write what the people are saying.

This activity is designed to lead to a discussion of how and what families communicate. It can also be a jumping-off point for discussing how families live together.

Relate the information to ways that classroom cooperation may be enhanced. Ask students to "test" the ideas and to observe the effects on class cooperation.

**Materials:**

Large sheets of paper
Drawing supplies

640

## - Group Cooperation -

# ASSERTIVE GROUP EFFECTS

**Purpose:** Help students learn and acknowledge the difference between assertive and aggressive behaviors when they communicate with group members.

Tell the students:

> It is important that we are aware of the difference between assertive and aggressive behaviors and the impact those behaviors have on members of a group. This activity helps us learn more about that impact. Please listen, follow directions, and participate.

Have a discussion about assertive and aggressive behaviors and define the difference with the students:

1. Aggressive behavior is aimed at injuring some person or object, or behavior that would affect another person in a hurtful manner.

2. Assertive behavior is aimed at making positive statements with great confidence, sometimes in the face of opposition.

The students may show their ability to understand assertive behavior by doing a group role-play.

Divide the students into small groups. Ask students to brainstorm examples of times assertive behavior could help groups cooperate better. Then, ask the small groups to role-play one of their ideas for the group.

After the role-plays are complete, ask one member from each group to share the list of other times assertive behavior would help group cooperation.

Point out the benefits of assertive behavior. Ask students to discuss the impact of assertive behavior choices on group members.

**Notes:**

**Materials:**

None

# FEELING WORDS LISTS AND CARDS

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## - Activity Sheet -

# Feeling Words

### List I

- happy
- mad
- sad
- glad
- angry
- worried
- afraid
- helpful
- hurtful
- important
- proud
- safe
- lonely
- jealous
- alone
- upset
- loved
- hurt
- kind
- cruel
- sure
- excited
- merry
- ashamed
- pleased
- beautiful
- ugly
- unsure
- outraged
- trusting
- trusted
- fat
- skinny

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- Activity Sheet -

# Feeling Words

## List II

- obnoxious
- pride
- embarrassed
- joyful
- anxious
- cooperative
- fascinated
- sadness
- confident
- frustration
- indifferent
- sensuous
- playful
- childish
- fear
- weak
- startled
- guilty
- high
- trapped
- furious
- selfish
- hysterical
- confused
- desirable
- interested
- melancholy
- cold
- competitive
- astounded
- tired
- freedom
- bored

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- Activity Sheet -

# Feeling Words

## List III

uncooperative
unlucky
stupid
unselfish
unpopular
creative
courteous
dishonest
brave
pessimistic
determined

suspicious
disobedient
friendly
impolite
obedient
popular
pouty
sassy
strong
lucky

cheerful
bright
bold
cautious
energetic
honest
insecure
lazy
optimistic
unkind

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**Happy**

**Mad**

**Sad**

**Glad**

**Angry**

**Worried**

**Afraid**

**Helpful**

**Hurtful**

**Important**

| | |
|---|---|
| **Proud** | **Safe** |
| **Lonely** | **Jealous** |
| **Alone** | **Upset** |
| **Loved** | **Hurt** |
| **Kind** | **Shy** |

**Obnoxious**

**Hysterical**

**Fear**

**Childish**

**Courteous**

**Sensuous**

**Pride**

**Cruel**

**Startled**

**Strong**

Determined

Weak

Cold

Dishonest

Fascinated

Desirable

Anxious

Cooperative

Lazy

Guilty

| | |
|---|---|
| Competitive | Melancholy |
| Joy | Interested |
| Confused | High |
| Astounded | Confident |
| Trapped | Tired |

| | |
|---|---|
| **Frustration** | **Furious** |
| **Free** | **Indifferent** |
| **Selfish** | **Bored** |
| **Beautiful** | **Playful** |
| **Optimistic** | **Pessimistic** |

Embarrassed

Fat

Ashamed

Merry

Pleased

Skinny

Suspicious

Excited

Ugly

Unlucky

652

| | |
|---|---|
| Outraged | Unsure |
| Trusting | Trusted |
| Sure | Brave |
| Cheerful | Disobedient |
| Popular | Honest |

| | |
|---|---|
| **Bright** | **Stupid** |
| **Friendly** | **Bold** |
| **Unselfish** | **Obedient** |
| **Energetic** | **Creative** |
| **Sassy** | **Pouty** |

**Create your own Feeling Words Cards.**

## - Activity Sheet -

Creative
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656

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# - Activity Sheet -

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**Dr. Tommie R. Radd** works with professionals who want guidance systems that really work. She has been an internationally known and widely respected guidance expert in education and counseling for over 30 years. *Teaching and Counseling for Today's World*, a book she authored, outlines in a practical manner what students need to know to be successful. As creator of **The Grow With Guidance® System** and **The Grow With Guidance® System Training**, Dr. Radd has designed a time-tested guidance system and training program that effectively educates professionals in its use.

Dr. Radd lectures throughout the United States and abroad at conferences and workshops on many topics, including comprehensive developmental guidance programs, academic achievement and success, classroom behavior management, school-to-career programs, character education, self-concept, teacher/counselor effectiveness, and many prevention programs such as drug-free and safe schools. She consults and collaborates with school districts and education departments nationally and internationally in the areas of innovative school organization and school guidance and counseling. Dr. Radd adapts her presentations to meet the needs of individual school districts or education groups..

Dr. Radd has facilitated thousands of students' progress in developing stronger self-concepts, other awareness, self-control, decision-making/problem-solving skills and group cooperation. *Counseling Children (5th Edition)* includes the self-concept process she developed, integrating self-concept into life skill education.

Dr. Radd is professor of Counselor Education at the University of Nebraska at Omaha. She holds a doctorate in elementary education curriculum and instruction with specialization in administration from the University of Akron. She is a licensed professional counselor and holds National Board Certification and numerous counseling, teaching, and administrative certifications. Dr. Radd has written more than 35 publications and has presented at numerous state, national, and international programs and conferences.

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